

North Vancouver MUSEUM & ARCHIVES

# SCHOOL PROGRAMS 2017/18



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 to orient students to the resources available in the North Vancouver Archives and provide 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 <i>(Please note that we require a minimum of one week's notice for cancellations otherwise full fees may apply).</i>
Location:	North Vancouver's Community History Centre 3203 Institute Road, North Vancouver BC
Contact Information:	North Vancouver Museum & Archives 604.990.3700, ext. 8016; <a href="mailto:nvmaprograms@dnv.org">nvmaprograms@dnv.org</a>

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

### Part 1- Everyone in Meeting Room

As a whole class, students will gather downstairs in the Community History Centre to discuss the differences between Primary and Secondary sources. They will demonstrate their understanding by playing a game of "Name that Source," involving real examples from the NVMA's archival collection. The class will then be divided into two groups. Each group will complete parts 2 and 3 of the program in different orders.

### Part 2- Students in Archives' Research Room

Students in this group will briefly tour the Archives Research Room. Then they will be divided further into pairs or groups of three and assigned a local history topic to research such as the collapse of the Second Narrows, the Japanese on the North Shore, women in the Shipyard, Walter Draycott or mountaineering. Guided by a 'scavenger hunt' worksheet, the goal is for each pair or group to try

using different types of the Archival sources to research their one topic. The types of sources available include the photo database, clippings files, reference library, residential directories and oral histories.

### Part 3-Students in Archival Storage Room

Students in this group will be given a 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.

### Educational Approach

**Archival Research 101** was designed to link directly to BC’s Core Competencies and the Big Ideas, and Curricular Competencies for Secondary Social Studies.

Social Studies	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Skills and Processes of Social Studies	<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions sources</li> <li>• Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> </ul>	<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> </ul>	<ul style="list-style-type: none"> <li>• identify and clarify a problem, an issue, or an inquiry</li> <li>• plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources</li> <li>• generate and critique different interpretations of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate effective research skills, including:               <ul style="list-style-type: none"> <li>✓ accessing information</li> <li>✓ assessing information</li> <li>✓ collecting data</li> <li>✓ evaluating data</li> <li>✓ organizing information</li> <li>✓ presenting information</li> <li>✓ citing sources</li> </ul> </li> <li>• demonstrate effective written, oral, and graphic communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• analyse primary and secondary sources (historical evidence) with reference to:               <ul style="list-style-type: none"> <li>✓ reliability</li> <li>✓ bias and point of view</li> <li>✓ corroborating and conflicting evidence</li> </ul> </li> </ul>

## 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**

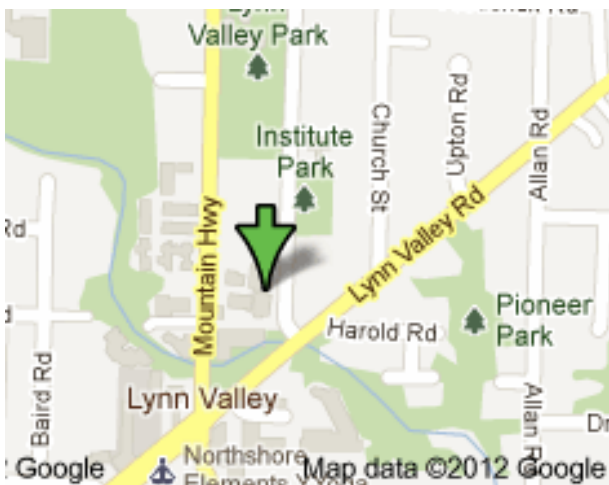
The North Vancouver Museum and Archives will provide worksheets and pencils for the students to use in the Archives.

## **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 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 Thursday and Friday from 12-5pm and Saturday from 10am-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?

- |   |                              |
|---|------------------------------|
| <input type="checkbox"/> Historical picture sets                      | Other (please explain) _____ |
| <input type="checkbox"/> Overhead transparencies of historical photos | _____                        |
| <input type="checkbox"/> DVDs   | _____                        |

**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.**