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Learning Activity:

Students analyze and compare archived and current photos from the BC Legislature. Students record observations and their inferences about what has changed and what has remained the same in the House.

Grade level / Big Idea: Grades 3 – 6

BC's Legislature is based in tradition but has changed over time

Provide a short description of the activity you want learners to engage in:

Students will compare and contrast photographs to identify different aspects of the House which have remained the same over the last 100 years and aspects that show change

Key Questions To Guide Provocation

Who:

- What do you notice about the people in the photo?
- How old do you think the people are?
- What do you notice about the dress, cultural diversity, and gender?
- Who is the most intriguing person in the photo? Why?

What:

- What kind of objects/details do you notice in the photo?
- What do you think these people are doing?
- What do you wonder about the photo?

When:

- When do you think this photo was taken?

Where:

- Where do you think this photo was taken?

Why:

- Why do you think this photo is significant?

Continue with compare and contrast questions with second photograph

After looking and reflecting on both photos, students select the three significant things that represents continuity and three things that represent change.

Exit Pass – students will hand the teacher a slip of paper, or tell the teacher as they leave the class, sharing one thing in the photographs that has appeared to have stayed the same over time, and they are curious about and want to learn more. (For example, the speaker's chair, the mace)

Exit pass in the lesson is something the students are curious about in the photograph that has remained the same over time.

Curricular Competencies *what students will be able to do:*

Ask questions, make inferences and draw conclusions about the content and features of historical and current photos.

Core Competencies *how does this activity align with Communication, Personal & Social Responsibility, Creative & Critical Thinking:*

Critical Thinking – Question & Investigate

Students will engage in an inquiry and investigation through the study of selected photographs. They will interpret, and synthesize information they observe in the photographs and draw reasoned conclusions. Through this process, students will learn that photographs are valuable artifacts in understanding how communities change over time.

Overview of the learning opportunity:

Students are provided with a photograph from the 15th BC Parliament sitting in the house. Guided by questions offered by the teacher, students record observations and make inferences onto a T chart recording sheet. They are then presented with a photo of the 40th BC Parliament sitting in the house and repeat the process. After students have made connections and added questions to their recording sheets, the teacher reveals the background information about the origins and history of the two photos. Teachers of younger students may choose to make a group recording T chart.

Suggestions for challenge-based or inquiry and cross-curricular integration

Students may use their own connections and questions to guide further inquiry
Students could identify and research into individual people they find most interesting in the photos and create a brief historical biography to share with the class

Learner self-reflection questions

What new learnings did you gain from this activity?
What more about the legislature would you like to learn?

Resources

The 15th Parliament, 1921 : <http://search.bcarchives.gov.bc.ca/15th-parliament-legislators-victoria>

The 40th Parliament : <https://www.leg.bc.ca/learn-about-us/members>

Other Photographs

Legislative Chamber, 1976 (31st Parliament, likely session 1): <http://search-bcarchives.royalbcmuseum.bc.ca/inside-victoria-legislature-5>

The Interior of the Legislative Chamber: <http://search-bcarchives.royalbcmuseum.bc.ca/interior-of-legislative-chamber-victoria-stereo-view>

Assessment

Possible Assessment Products:

- Brief Exit pass as described above
- 3 2 1 Exit Pass

Reflect on this activity and write down:

- 1 – thing in the photo you wonder about
- 2 – things in the photos you wish the camera could zoom in on
- 3 – key words that come to your mind about the photos

Critical Thinking Competency: I can observe significant details in photographs that help me learn about continuity and change.

Curricular Competency: I can ask questions and make inferences about the past and the present by comparing photos.