Lesson Title: **Where does history come from?**

**Grade** : 6

**Lesson Topic**: learning to understand what history is and where it comes from

**Objective**s: 6.4.1. Analyse how the arts reflect beliefs and values in a selected cultural region. 6.4.2 Examine the importance of language, literature, and theatre arts as expression of culture in a selected cultural region. Wherein we’re focusing specifically on New Brunswick history/examples I think these outcomes mesh well with the lesson objective regarding historical source analysis.

**Materials:**

• A copy of the following books: (Anthony Kiedis, Scar Tissue) (Josh O’Kane, Nowhere with you)(Micheal Boudreau, Peter G. Toner, Tony Tremblay, Exploring the Dimensions of Self-Sufficiency of New Brunswick)(Steve Murphy, Live at 5 and The Story Behind It’s Success). Have books layed out on table

• Gilbert Earle Logan Birth certificate. (<https://archives.gnb.ca/Search/VISSE/141A1b.aspx?culture=en-CA&guid=CC1F36F6-C876-463C-A1CF-A9B55EE42802>)

• Page 2 and 9 of Gilbert Earle Logan’s attestation papers (<http://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/first-world-war-1914-1918-cef/Pages/item.aspx?IdNumber=535373>)

* Hatfield comic worksheet (15 copies).

Procedure: **I will (using cell phone to keep on time)**

• Begin by asking students what they think history is, but most importantly where does it come from (1-2 mins) If needed give prompts, from primary sources/documents, secondary sources, photos, art, music, oral traditions ect.

* Showcase the books I have laid out on the table. Discuss the concept of history and historical sources using the books. is an autobiography as legitimate as a biography? (using Scar Tissue and Nowhere with you) is a book with no sources as valuable as a book with sources? (using Live at 5 and Self-Sufficiency of NB) is all history equally important (using Live at 5 and Self-Sufficiency of NB) (1-2 mins)

• Hand out Gilbert Earle Logan’s attestation paper to one group of learners while giving the Birth sscertificate to another group. Ask them what they learned/stories they can tell when analysing the ssdocument. Ask learners to share their responses out loud if they choose to. (2-3 mins)

* Hand out the Hatfield cartoon, tell learners that they will now be historians, attempting to figure out what/who this cartoon represents. Learners can work together to come up with answers and can then share them as a group.
* Before leaving, give a quick recap and ask each learner to think about their own history? How do they decide what matters, where do they get their memories/information from?
* If more time was given, I hope I could have a larger discussion with learners, and bring in musical analysis as historical source, as that could engage more audio-based learners.