

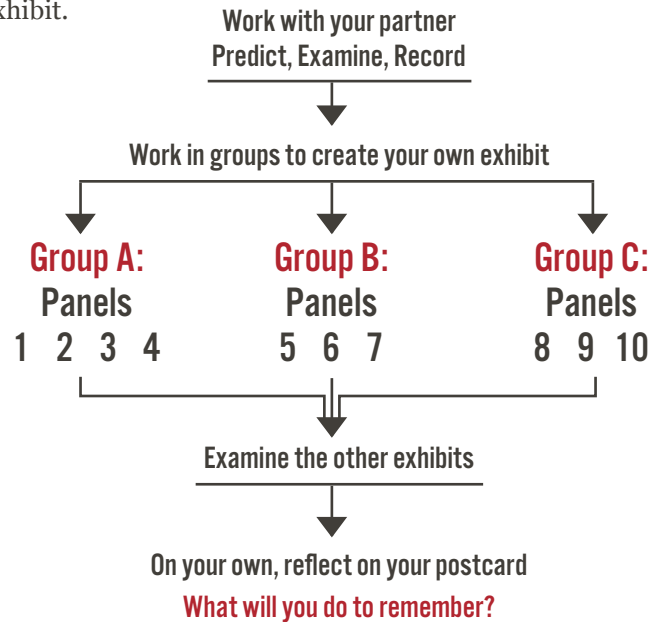
Introduction

How many pictures do you take in a week? In a year? How do you decide which ones to share? Historians sift through all the artifacts of the past and decide which ones to share or display in museums, books and exhibits like this one. Curators are the kind of historians who decide what goes in a museum exhibit. You and your peers are going to think like curators today as you decide what images you would choose to put in the exhibit. You'll design your own mini-exhibit that tells the story of Canada from Vimy to Juno.



What will we do?

1. With your partner, predict what you think the pictures on your sheet will be about.
2. Find your event in the exhibit (one picture will be from the exhibit) and find out if your predictions were accurate.
3. Record your observations and conclusions on your worksheet.
4. Join with your group (see image) and create an exhibit using whichever images you think tell the story best.
5. After seeing all the exhibits, write your postcard.



What's the Big Idea?

At the end of all the learning, you will try to answer this question based on what you've learned.

What will you do to remember?

What is Historical Thinking?

The historical thinking concepts are ways that historians think about the past. There are six concepts that can guide your thinking as a historian. You will learn more about each one in your expert groups.

- **Historical Significance**
- **Cause and Consequence**
- **The Ethical Dimension**
- **Primary Source Evidence**
- **Change and Continuity**
- **Historical Perspectives**



A1

Notice and Wonder with your Partner



Notice: What we observe in this picture is...

Wonder: What we wonder about this picture is...



Notice: What we observe in this picture is...

Wonder: What we wonder about this picture is...



Notice: What we observe in this picture is...

Wonder: What we wonder about this picture is...

Choose another image or quotation from the panel that explains more about the event. Describe, draw or write it here:

What new information does it give you?

Step 1: Find your panel

These images are related to the panel called:

Which image is the one on the panel? A B C

Why do you think the curators chose that one and not the others?

Historical Significance

As curators, we need to decide what gets included in exhibits and why. What makes things significant or important?

- Whose stories are important to tell?
- What makes them important?
- Why should we tell them?

Step 2: Think like a Historian

What was it like to fight in this war? Was it important for Canadians?

Which of these images will you select for your mini-exhibit? Why choose that one?

Step 3: Be the curators: Design Your Own Exhibit

- Join with the other students who have the A worksheets.
- Decide which 3 or 4 pictures tell the best story.
- Arrange the laminated images you chose in your own museum panel.
- Write captions for each image that tells your part of the story from Vimy to Juno.
- Go see the other student-created exhibits before writing your postcard.

A2

Notice and Wonder with your Partner

A



Notice: What we observe in this picture is...

Wonder: What we wonder about this picture is...

B



Notice: What we observe in this picture is...

Wonder: What we wonder about this picture is...

C



Notice: What we observe in this picture is...

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Historical Perspectives

Historians try to understand the past as it really was, from the point of view of the people who were there.

- What were their motivations and values?
- How were their ideas and beliefs different from our own?

Step 2: Think like a Historian

What was it like to fight in this war? Was it important for Canadians?

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A3

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Describe, draw or write it here:

What new information does it give you?

Step 1: Find your panel

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Which image is the one on the panel? A B C

Why do you think the curators chose that one and not the others?

Causes and Consequences

Historians study the many causes and many consequences of historical events. Historical consequences can be:

- positive or negative
- Intended or unintended
- short term or long term

Step 2: Think like a Historian

What were the consequences of war?

Step 3: Be the curators: Design Your Own Exhibit

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A4

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What new information does it give you?

Step 1: Find your panel

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Which image is the one on the panel? A B C

Why do you think the curators chose that one and not the others?

Historical Significance

As curators, we need to decide what gets included in exhibits and why. What makes things significant or important? Consider:

- Whose stories are important to tell?
- What makes them important?
- Are some stories more important for some people?

Step 2: Think like a Historian

Why was this event important for many Canadians?

Who do you think it was most significant for?

Step 3: Be the curators: Design Your Own Exhibit

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B5

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What new information does it give you?

Step 1: Find your panel

These images are related to the panel called:

Which image is the one on the panel? A B C

Why do you think the curators chose that one and not the others?

Change and Continuity

By examining detailed evidence, historians can see trends over time. We can ask these questions:

- Did things get better or worse?
- What things have stayed the same?
- How quickly or slowly did things change?

Step 2: Think like a Historian

How was war the same this time?

How was it different?

Step 3: Be the curators: Design Your Own Exhibit

- Join with the other students who have the B worksheets.
- Decide which 3 or 4 pictures tell the best story.
- Arrange the laminated images you chose in your own museum panel.
- Write captions for each image that tells your part of the story from Vimy to Juno.
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B6

Notice and Wonder with your Partner



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B7

Notice and Wonder with your Partner

A



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Historical Perspectives

Historians try to understand the past as it really was, from the point of view of the people who were there.

- What were their motivations and values?
- How were there ideas and beliefs different from our own?

Step 2: Think like a Historian

What was it like to fight there?

Why were they there?

Step 3: Be the curators: Design Your Own Exhibit

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C8

Notice and Wonder with your Partner

A



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Step 1: Find your panel

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The Ethical Dimension

When we consider the ethical dimension of history, we must decide how to remember the past. We can honour it and remember the past in many ways, such as:

- Building monuments or statues
- Creating art, song, dance, theatre
- Having a memorial day or month
- Creating educational programs or museums
- Including history in school

What other ways can you think of to remember and honour the past?

Step 2: Think like a Historian

Why do these men deserve special honours or memorials? What kind?

Step 3: Be the curators: Design Your Own Exhibit

- Join with the other students who have the C worksheets.
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C9

Notice and Wonder with your Partner

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The Ethical Dimension

When we think about the ethical dimension, we consider how to memorialize the past – should we build monuments or museums?

We can also examine how the memory of the past changes as new events unfold. Some places might become more or less significant over time.

Step 2: Think like a Historian

How did the Second World War affect people's ideas about Vimy Ridge and the First World War?

Step 3: Be the curators: Design Your Own Exhibit

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- Write captions for each image that tells your part of the story from Vimy to Juno.
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C10

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Why do you think the curators chose that one and not the others?

The Ethical Dimension

What makes a memorial effective? Historians must consider some of the following criteria in designing a memorial:

- Where should it be placed? What makes a site appropriate?
- How will it honour and be respectful of those who remember the event?
- How will it educate those in the future who do not remember the event?
- Will it be a place that people can gather for ceremonies?
- Who should decide what it looks like?
- Who will pay for it to be built and maintained?

Step 2: Think like a Historian

What makes the Juno Beach Centre an effective memorial?

Step 3: Be the curators: Design Your Own Exhibit

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