



Educational Resources for *Searching for the Sublime*

A *Picturing the Past* website available at:

<http://www.images.technomuses.ca/>

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INTRODUCTION

Searching for the Sublime is one story in the **Picturing the Past** (<http://www.images.technomuses.ca/>) website created by the Canada Science and Technology Museum.

This story has five key themes: The City, The Searchers, Algonquin Park, The Great Escape and Being There.

KEY THEMES

The City

- In the late-nineteenth and early-twentieth centuries, Canada experienced significant industrial growth and urbanization.
- Canadian urban population growth was stimulated not only by migration from rural areas to cities, but also by immigration from Britain and continental Europe.
- It was a time of perceived economic disparity. Factory barons became wealthy, and the middle class grew in size; however, the numbers of the urban poor also grew, and they frequently concentrated in slum areas.
- Public space became radically altered with the appearance, and then prevalence, of the automobile.
- The city came to be seen by many as a problematic place that had a negative impact on moral and physical health.

The Searchers

- Wilderness vacations became increasingly popular for urban middle-class Canadians in the late-nineteenth and early-twentieth centuries. Algonquin Park was a favourite retreat for many people.
- Some individuals were drawn to Algonquin Park by strongly held aesthetic, religious, scientific, educational, humanistic and feminist convictions.

Algonquin Park

- Ontario's first Provincial Park is uniquely situated on a transition zone, and both southern and northern Ontario animals mix. It is 7725 km² and contains 2000 rivers, lakes and ponds.
- It is a multiple-use park; today, logging, conservation and tourism all coexist in Algonquin Park.

The Great Escape

- The construction of the railway facilitated the creation of the modern industrial city, but also became the means by which city dwellers escaped on rural or wilderness vacations.

- Railways exploited the growing wilderness-recreation movement for financial gain. In turn, this facilitated the growth of the modern tourist industry in Canada.
- Travel by rail was an integral part of the vacation, and was a nearly universal experience for late-nineteenth- and early-twentieth-century travelers.

Being There

- At Algonquin Park, travelers engaged in a variety of activities, from staying in an upscale resort to fishing and camping out under the stars.
- Some people were permanent residents of Algonquin Park, working as guides or rangers.
- The Park was frequently promoted as an excellent place to fish.
- In a period when women did not enjoy the same rights as men, some women found that spending time in the wilderness was a way to assert their autonomy.

ABOUT THE LESSON PLANS

These lesson plans have been developed for teachers of social studies, Canadian history, Canadian studies, geography and tourism classes at the high-school level. The lessons correlate directly to provincially mandated curriculum objectives.

Students will gain an understanding of the experience of Canadian industrialization and urbanization, and some reactions to it. They will learn about philosophies of outdoor education, gender issues and outdoor recreation; the role of the railways in facilitating tourism; and the relationship between landscape and the Canadian identity.

INTRODUCTORY ACTIVITY: PRIMARY AND SECONDARY SOURCES

This website primarily uses photographs, but also includes scanned images of other types of historical documents, such as maps and brochures.

This introductory activity will start your students thinking critically about historical sources. Discuss with your class the difference between primary and secondary sources, and the advantages and challenges of using photographs as a primary source.

Explain that, when using photographs as evidence, one must consider some of the following: Who took the picture and for what purpose? Does the picture idealize, romanticize or denigrate its subject? In what ways might the photograph have been manipulated?

You might want to spend time discussing other kinds of sources that are familiar to students, such as diaries and history textbooks.

Although diaries can provide insight into personal experiences, they must be examined critically. Why might someone have chosen to keep a diary? Is it possible that the diary has been edited? What is the social and historical context?

For more information and exercises, you might want to consult the **DoHistory** (<http://dohistory.org/>) website to learn about the diaries of eighteenth-century midwife Martha Ballard.

Likewise, history textbooks do not offer an omniscient glimpse into the past. Sometimes in textbooks, information is excluded or emphasized to produce a preferred narrative.

You might want to write these questions on cards and have students work in small groups to discuss them; afterward, they can present the results of their discussion to the class.

To explore some Canadian historical mysteries and their associated primary sources, visit **Great Unsolved Mysteries in Canadian History** (<http://www.canadianmysteries.ca/indexen.html>). There, you can learn how primary sources have been used by historians to try to uncover the truth.

DEFINING PRIMARY AND SECONDARY SOURCES

Primary Source:

An original, first-hand account. Primary sources are created at the time of an event, or very soon after something has happened. These sources are often rare or one-of-a-kind.

Examples of primary sources include:

- Diaries
- Letters
- Photographs
- Art
- Maps
- Video and film
- Sound recordings
- Interviews
- Newspapers
- Magazines
- Published first-hand accounts, or stories

Secondary Source:

Second-hand, published accounts. They are created after primary sources and often use or talk about second-hand sources.

Examples of secondary sources include:

- History textbooks
- Biographies
- Published stories
- Movies of historical events
- Art
- Music recordings

When Is a Primary Source Not a Primary Source?

You may have noticed that some things are on both the lists of primary and secondary sources. This isn't a mistake. The difference between a primary and secondary source is often determined by how they were originally created and how you use them.

Here's an example: a painting or a photograph is often considered a primary source, because paintings and photographs can illustrate past events as they happened and people as they were at a particular time. However, not all artworks and photographs are considered primary sources. Read on!

C.W. Jefferys was a talented artist who painted many scenes from Canada's past. His paintings and drawings show the War of 1812, the Rebellions of 1837-38 and many of

Canada's explorers from the 1600s and 1700s. But C.W. Jefferys lived from 1869-1951, so he never saw the subjects of these paintings! Instead, he did a lot of research using primary sources to create his illustrations. Some people would argue that his illustrations **are not** primary sources. Although they illustrate past events, they were created long after the events they show, and they tell you more about C.W. Jefferys' own ideas and research.

Other people would argue that C.W. Jefferys' paintings and drawings **are** primary sources. They would say that his perspective, his bias, and the way he illustrated historical events are reflections of what he thought and what he believed. If you use C.W. Jefferys' paintings to talk about him, or the world he lived in, then they can also be primary sources.

What do you think? How would you organize paintings created long after an event happened? Are they primary or secondary sources? Why?

And Now the Most Important Question: Who Cares?

What's the big deal over primary and secondary sources anyway? Why should you care, especially if adults can't even make up their minds which is which?

A German historian, over 100 years ago, said it was important to write about the past, "as it really happened." Most people today agree that it is impossible to know what exactly happened in history. (Most people can't remember exactly what happened last week, let alone a long time ago!) However, if we aren't careful about the facts, we can really make a mess and even create some big lies about the past.

Think of it like playing the telephone game. That's the game where you whisper something in a friend's ear that they have to repeat to another friend, and so on. It works for the first little while, but the chance of someone getting it wrong increases with the number of people who repeat it. Going back to primary sources is like going back to the first person in the telephone game.

Doing research is all about trust. If you trust the person who created a secondary source, then there isn't a problem about using it. However, if you don't trust that person, if you think their version is exaggerated or biased, or if you want to see the original evidence for yourself, then you have to go to the primary sources.

Checklist

Primary sources:

- created at the time of an event, or very soon after
- created by someone who saw or heard an event themselves
- often one-of-a-kind, or rare
- letters, diaries, photos and newspapers (can all be primary sources)

Secondary sources:

- created after event; sometimes a long time after something happened
- often uses primary sources as examples
- expresses an opinion or an argument about a past event
- history text books, historical movies and biographies (can all be secondary sources)

Questioning Primary Sources

Knowing the differences between primary and secondary sources is the first step to better understanding the past. Once you have found your primary sources, it is important to question them to find out what they say and who made them.

A primary source is created every time you send an email, take a photograph, or write in your journal. These primary sources reflect the worries, concern, or opinions you have when you create them.

As you know, these documents can express feelings of love, joy, unhappiness or dislike. Sometimes the emotions of the creator or author can be clearly seen in primary sources. Other times, they are hidden. Sometimes a primary source will contain lies or mistaken information. Sometimes a primary source is actually a fake, made to look old and important.

When looking at primary sources, there are several questions you should always ask to help you understand the material. These questions will also help you figure out if a source is authentic or fake. Authentic primary sources are great research material for projects, but you need to be careful of fake ones!

Sometimes it will be easy to get the answers to your questions, and sometimes it will be impossible. Don't worry if it gets difficult -- just asking the questions is important.

The five key questions:

- What:** What is the primary source? Is it a photo? If so, is it in black and white or colour? Is it a letter? If so, is it typed, or handwritten?
- Who:** Who wrote the letter, took the photo or painted the painting? Can you be sure it was really that person who made it?
- When:** When was the primary source created? How can you tell its age?
- Where:** Can you tell where the primary source was created?
- Why:** Why was the primary source created? Does it tell a story? Is it a love letter? Is it an order from an officer to a soldier? Is it a picture of the Rocky Mountains? Does the primary source tell you why it was created? Can you guess why it was created?

When you are studying a primary source, write down your answers to the five key questions. Do you think that the primary source is authentic? Do you think it is fake? An authentic source can tell you lots about the people, places, and events of the past. What did people think in the past? How did they talk to each other? What did they wear? You can find out for yourself using primary sources.

A faked source can also tell you a lot. Why would someone go to all of that trouble to fool us? What were they hiding and what did they want us to think? Being a historian is a lot like being a detective, with primary sources as the evidence. It's your job to find out what really happened! Remember that history is never final. Accounts of the past are as different as the people who create them. That means there is lots of room for you to research and write your own story.

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LESSONS IN SOCIAL STUDIES, CANADIAN HISTORY AND CANADIAN STUDIES

Lesson 1: The Industrializing City

Learning Objectives

- *Cognitive:* Students will learn that industrialization, urbanization and immigration had a significant impact on Canadian society in the late-nineteenth and early-twentieth centuries
- *Affective:* Students will appreciate the impact of the changing nature of cities on individuals during the late-nineteenth and early-twentieth centuries
- *Behavioural:* Students will explore and research the history of their own region

Discussion

After examining the images used in **The City** section of the website, discuss the impact of changes to city life during the late-nineteenth and early-twentieth centuries. You might discuss rapid population growth, the rise of industrial factories, changes in transportation systems, the appearance of urban slums and the growing pollution.

Pose some questions to the class and write answers on the board.

- What was it like to first see the automobile and electric streetcar?
- What was it like to move from a rural to an urban setting?
- What was it like to transition from working on a farm to working in a factory?
- What was it like to immigrate from Europe to Canada?
- What was it like to not speak the local language?
- What was it like to make a lot of money by running a factory?
- What was it like to be very poor and live in a crowded apartment?

How does this compare to life today?

Ask the students to think about changes they have noticed in Canadian society during their own lifetimes.

Assignment

After choosing a year and researching the development of their own city during that year, each student should envision themselves as a part of that historical moment and write a 500-word letter to a relative or friend. Students might, for example, envision themselves as a new immigrant to Canada and write a letter to family overseas.

For the research component of this exercise, students must first conduct primary and/or secondary research. After choosing the year from which to write, students might examine the local newspaper and include details in their letter, such as the building of new factories, roads, or a disastrous fire. This can be combined with secondary

research, from this website and elsewhere, about the implications of living in a rapidly industrializing and urbanizing society.

Other Resources: in English

Canadian Labour History, 1850-1999

<http://www.civilization.ca/hist/labour/lab01e.html>

Internet Modern History Sourcebook: Industrial Revolution

<http://www.fordham.edu/halsall/mod/modsbook14.html>

Note: this site contains primary sources related to the Industrial Revolution, but is predominantly European

Autre Resources: en Français

Histoire du mouvement ouvrier au Canada

<http://www.civilization.ca/hist/labour/lab01f.html>

La première révolution industrielle 1730 – 1803

http://www.memo.fr/article.asp?ID=CON_IND_001

Note : this site contains only European content

La Révolution Industrielle

<http://www.er.uqam.ca/nobel/m174774/index.htm>

Lesson 2: The Roots of Outdoor Education

Learning Objectives

- *Cognitive*: Students will learn that many teachers and parents saw the wilderness as offering opportunities not only for recreation, but also for education
- *Affective*: Students will appreciate the relationship between social and cultural changes and the emergence of outdoor education
- *Behavioural*: Students will explore and research the history of outdoor summer camps

Discussion

In the **The Searchers** section of the website, examine the **The Educator** subsection. As a group, discuss Fannie L. Case, Mary G. Hamilton, Ernest Seton Thompson, Taylor Statten, and Max and Lillian Kates. What did each of these individuals do?

Fannie L. Case: founder of Northway Lodge (1908)

Mary G. Hamilton: founder of Camp Tanamakoon (1925)

Ernest Seton Thompson: founder of the Woodcraft movement (early 1900s)

Taylor Statten: founder of Camp Ahmek (1921)

Max and Lillian Kates: founders of Camp Arowhon (1934)

You might want to ask the students if they have ever gone to an outdoor summer camp. What sorts of skills did they learn while they were there? How was learning at camp different from learning at school? If students have not gone to an outdoor summer camp, ask them about other times they have spent outdoors (e.g., in a park). Encourage students to think about the reasons the above individuals saw great value in outdoor education.

Students might list general things, such as:

- independence
- physical strength and energy
- creativity
- stress relief
- teamwork

Assignment

Have each student research and write a 500-word essay outlining the reasons for the founding of so many summer camps during the early twentieth century. As they work through the website, they might decide to focus on the effects of industrialization, the stated benefits of outdoor living, or the beginning of changing perceptions about women's roles.

Other Resources: in English

The Homeroom: British Columbia's History of Education website

<http://www.mala.bc.ca/homeroom/>

History of Education: Selected Moments of the Twentieth Century

http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/index.html

Historical Studies in Education

http://library.queensu.ca/ojs/index.php/edu_hse-rhe/

Autre Resources : en Français

Revue d'histoire de l'éducation

http://library.queensu.ca/ojs/index.php/edu_hse-rhe/

Histoire de l'éducation au Québec

<http://www.abacom.com/~pascal50/livre15.html>

Lesson 3: Gender Issues in the Early-Twentieth Century and Outdoor Recreation

Learning Objectives

- *Cognitive*: Students will learn that women did not always enjoy the same rights as men in the late-nineteenth and early-twentieth centuries
- *Affective*: Students will appreciate that some women found outdoor recreation to be an effective way of asserting their physical and social independence
- *Behavioural*: Students will explore and research attitudes about gender issues over time, making links to the life of someone they know

Discussion

Commentaries by women and about women and outdoor recreation are found throughout the website. Examine the site, paying close attention to the **Women's Voices** subsection in the **Being There** section, and the **The Educator** subsection in **The Searchers** section, as well as the various quotes and film clips about Esther Keyser.

Women's Voices: Even in the early-twentieth century, women partook in many outdoor activities, such as camping, fishing and canoeing. Many found that the outdoors offered them personal strength and a sense of achievement.

The Educator: The outdoors was recognized by many as a fresh-air classroom where young women could learn self esteem, learning skills, self reliance, physical competence, imagination, and creative or artistic expression.

As a group, discuss how things were different for women than they are today in the late-nineteenth and early-twentieth centuries. You might want to write some of their comments on a board. Give your students a brief history of women's suffrage in Canada, being sure to note when women were given the vote in your area.

What do the sources included in this website indicate about the implications of outdoor recreation for women? Choose some images and quotes to analyze together. Refer back to the discussion above. Do the images of women participating in outdoor recreation and the statements that they make about it support or contradict the students' ideas from the earlier discussion? Based on this discussion, what can we state about the importance of outdoor recreation for women, particularly in this period? Do you think that it was widely accepted that women should participate in outdoor recreation?

Assignment

Have each student interview an older relative or friend, male or female. During the interview, they should ask about changes in the lives of men and women that they perceive to have happened in their lifetime.

They might ask about such things as:

- clothing or style of dress
- career options
- household responsibilities

- marriage
- legal changes (e.g., suffrage, contraception)
- social changes
- thoughts on women and outdoor recreation

Connecting the interview to the website, each student should write a 750-word essay on changes in the status of women in Canada over the last century, and the ways in which outdoor recreation applied to both sexes and allowed some women to assert autonomy. Students should make specific reference to both the website and their interview.

Other Resources: in English

Women Winning the Vote in Canada

http://www.pc.gc.ca/canada/proj/fcdv-www/index_e.asp

Canadian Women's History

http://www.pc.gc.ca/progs/lhn-nhs/femmes-women/index_e.asp

Internet Women's History Sourcebook

<http://www.fordham.edu/halsall/women/womensbook.html>

Note: this site contains primary sources relevant to women's history around the world

Celebrating Women's Achievements

<http://www.collectionscanada.ca/women/index-e.html>

Includes educational resources

Autre Ressources : en Français

Les femmes canadiennes obtiennent le droit de vote

http://www.pc.gc.ca/canada/proj/fcdv-www/index_f.asp

Histoire des femmes canadiennes

http://www.pc.gc.ca/progs/lhn-nhs/femmes-women/index_f.asp

Femmes à l'honneur : leurs réalisations

<http://www.collectionscanada.ca/femmes/index-f.html>

Includes educational resources

Lesson 4: Landscape and Canadian Identity

Learning Objectives

- *Cognitive*: Students will learn that the Toronto Art Students' League, Tom Thomson and the Group of Seven were among the first (there are other regional examples), and the most famous, to depict the Canadian landscape
- *Affective*: Students will appreciate that the Canadian landscape is often associated with national identity
- *Behavioural*: Students will explore the relationship between landscape and the Canadian national identity by analyzing a work of art

Discussion

In the **The Searchers** section of the website, examine the **Artists** subsection.

Ask your students what the Canadian landscape means to them, and write their answers on the board.

- What is unique about the part of Canada they live in?
- Are there local artists or songwriters that produce works of art or music about your region (if so, you might want to bring in some samples for discussion)?
- If any of the students have traveled outside their region or come from different parts of Canada, ask them what they miss most about those other parts of the country.

Do they think in national or regional terms? Students from the Maritimes might feel that the ocean is special to them, and students from the West might feel the same about the mountains or prairies.

Facilitate a discussion about the Toronto Art Students' League, Tom Thomson, and the Group of Seven. Find a Tom Thomson or Group of Seven painting, from your region if possible, and bring it in for discussion. Ask the students to comment on the painting. How does it compare to ideas they have about regional or national identity?

Assignment

Have each student research and write a 750-word essay about the relationship between landscape and the Canadian national identity. They should examine a relevant work of art from a selection defined by the educator.

You can ask them to consider some of the following questions:

- Is there a conflict between regional and national identity?
- Do artistic depictions of the landscape ignore important aspects of the contemporary Canadian national identity (e.g., multiculturalism)?
- Do artistic depictions of the landscape glorify some aspects of the landscape and ignore others?

- Why do Canadians feel intimately associated with a rural landscape when so many people live in cities?

Other Resources: in English

Water, Art, and the Canadian Identity: At the Water's Edge

http://www.ec.gc.ca/Water/en/info/pubs/FS/e_FSA7.htm

Includes lesson plans

Telling Stories: Narratives of Nationhood

<http://www.nationhood.ca/>

Includes educational resources

The Group of Seven – The McMichael Canadian Art Collection

<http://www.mcmichael.com/collection/seven/index.cfm>

The Group of Seven: Painters in the Wilderness

<http://archives.cbc.ca/300c.asp?id=1-68-754>

Includes educational resources

The History of Canada's National Parks: Their Evolution and Contribution Towards Canadian Identity

http://www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/pdf/evolution_e.pdf

Includes educational resources

Autre Resources : en Français

L'eau, les arts et l'identité canadienne : au bord de l'eau

http://www.ec.gc.ca/water/fr/info/pubs/FS/f_FSA7.htm

Includes lesson plans

Raconteurs d'histoires : récits de la nation

<http://www.nationhood.ca/>

Includes educational resources

Le Groupe des sept, peintres de la nature

http://archives.radio-canada.ca/IDD-0-72-933/arts_culture/groupe_des_sept/

Includes educational resources

L'histoire des parcs nationaux du Canada : leur évolution et leur contribution à l'identité canadienne

http://www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/pdf/evolution_f.pdf

Includes educational resources

LESSON IN TRAVEL AND TOURISM

Lesson 5: Canada's Railroads, the Wilderness and Tourism

Learning Objectives

- *Cognitive*: Students will learn that Canadian railway companies facilitated the growth of the Canadian tourism industry by promoting travel by train to locations across Canada and by the construction of wilderness resorts
- *Affective*: Students will appreciate the relationship among economics, tourism and recreation
- *Behavioural*: Students will explore and research tourism in their own region

Discussion

Examine **The Railway** section of the website, as well as **The Highland Inn** and **Outdoorsmen** subsections in the **Being There** section. Pay close attention to the brochures.

As a group, discuss the railway's promotion of wilderness tourism. Why did the railway begin to participate in the tourism industry?

You might discuss:

- financial reasons
- growing interest in wilderness vacations
- the resorts or hotels that railways opened to promote tourism in your region

Assignment

Split the students into groups of 3 or 4. Have them analyze the promotional material from the following sections:

The Great Escape: The Railway – Economics and Opportunity (brochures)

Being There: The Wilderness Resort – Highland Inn (brochures)

Being There: Outdoorsmen (magazine covers)

After examining the images from these documents, discuss the ways in which Algonquin Park was promoted to travelers.

You might ask some of the following questions:

- What clientele seems to be targeted in the promotional material (e.g., men, women, hunters, fishermen/women)?
- Are certain characteristics of the landscape idealized?
- What kinds of differences are there in the general promotional material for the Park, the advertisements for the Highland Inn and the magazine covers? What does this say?
- Are you surprised by any of the advertising? Does anything seem to be missing (e.g., the presence of Aboriginal peoples, industrial operations such as logging)?

Have each of the students research a segment of tourist promotion in their region. Considering the questions above, have them write a 500-word essay discussing the ways in which tourism is promoted, comparing the promotion of Algonquin Park in the early-twentieth century to modern tourism in their own area.

Other Resources: in English

Canada by Train

<http://www.collectionscanada.ca/trains/index-e.html>

Canoes: The Shape of Success

<http://www.sciencetech.technomuses.ca/english/collection/canoes.cfm>

Canadian Council for Geographic Education

<http://www.ccge.org/ccge/english/default.asp>

Includes educational resources

Autre Resources : en Français

Le Canada par le train

<http://www.collectionscanada.ca/trains/index-f.html>

Le canot : un succès renversant

<http://www.sciencetech.technomuses.ca/francais/collection/canoes.cfm>

Conseil canadien de l'enseignement de la géographie

<http://www.ccge.org/ccge/francais/>

Includes educational resources