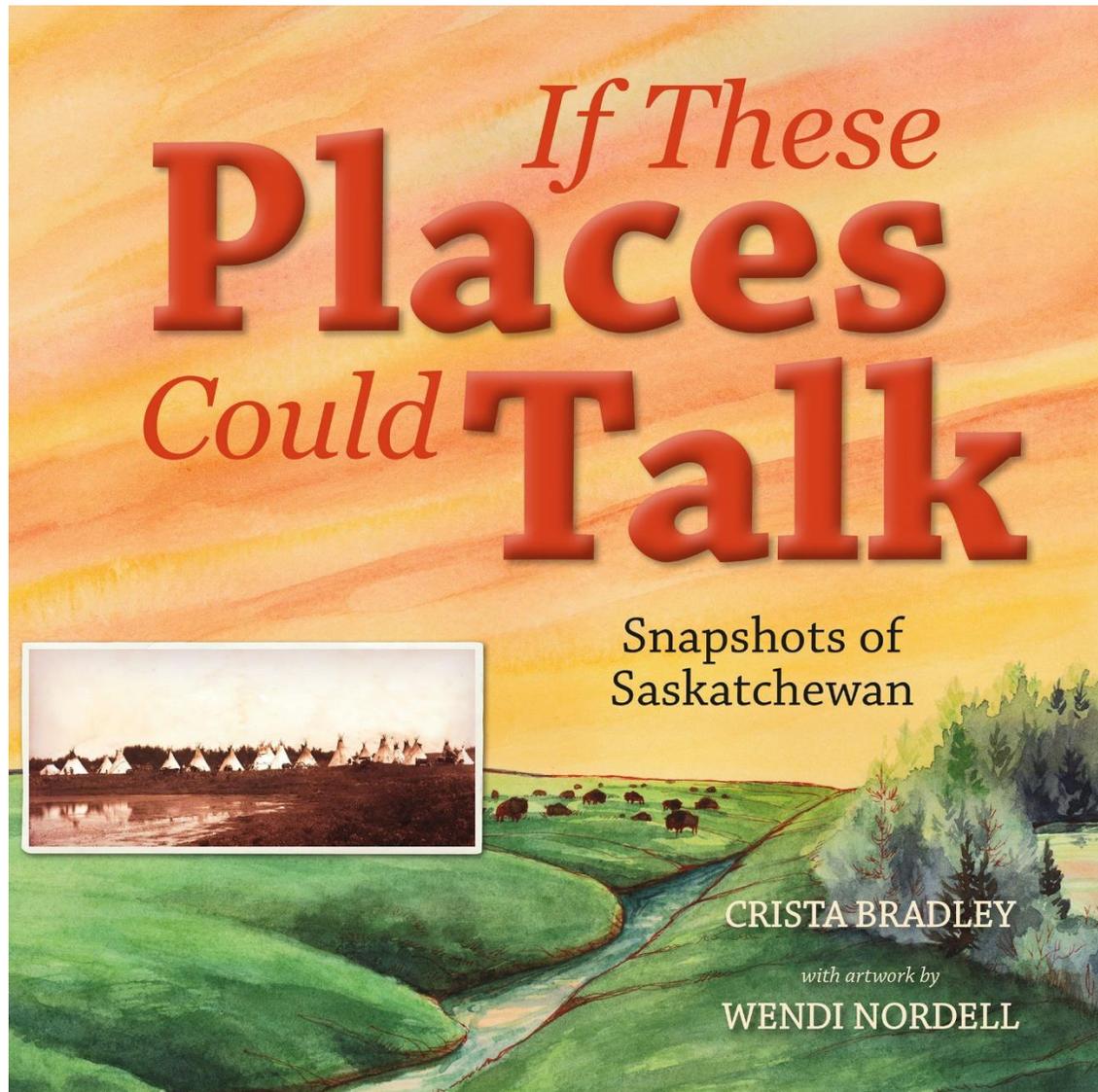


If These Places Could Talk: Snapshots of Saskatchewan

Educator's Guide



Crista Bradley

Web : sasksnapshots.ca

Facebook : @sasksnapshots

Email : sasksnapshots@sasktel.net

Educator's Guide Last Updated: January 2021

© Crista Bradley, 2020. Educators have permission from the author to make copies of this guide for classroom use, personal reference, and student use.

GENERAL INFORMATION

BOOK OVERVIEW

Book Citation: Bradley, Crista. *If These Places Could Talk: Snapshots of Saskatchewan*. Illustrated by Wendi Nordell. Regina: YNWP, 2020. ISBN: 978-1-988783-59-8.

This book, designed for elementary school children, features 100+ historic and contemporary images of Saskatchewan places, past and present, and vibrant original artwork. Images are paired with stories about the featured places, which were selected with an eye to exposing students to a diversity of Saskatchewan people and regions. The pages are connected by a poem that leads readers through the book. The material is organized into ten thematic areas:

- Places of Hunt & Harvest
- Places of Industry
- Places of Religion
- Places of Government
- Places of Learning
- Places of Conflict & Peace
- Places of Business
- Places We Call Home
- Places to Gather
- Places Then & Now

The book also includes a Treaty Acknowledgement, an illustrated map to help readers situate the featured places in the province, information about archives, and full citations for all of the images included. The book is 48 pages and has a hardcover.

The author gratefully acknowledges a research sabbatical leave granted by the University of Regina and generous financial support provided from the Creative Saskatchewan Book Publishing Production Grant Program – both were essential to achieving publication of the book that this guide supports.

If These Places Can Talk: Snapshots of Saskatchewan is available in several book, toy and gift shops in Saskatchewan. It can also be ordered directly from sasksnapshots.ca This educator's guide, along with a list of additional resources for the places featured in the book, are also available on the website free of charge.

EDUCATOR’S GUIDE OVERVIEW

Thank you for your interest in using *If These Places Could Talk: Snapshots of Saskatchewan* in the classroom. This guide is intended to help support educators by connecting Goals and Outcomes identified in the Grade One to Grade Four Saskatchewan Social Studies Curriculum with book content, and suggesting related classroom activities. The development of this guide was informed by the responses of Saskatchewan educators to a survey about their preferences for educator guides that was conducted by the author in 2020.

PROMPTS TO SUPPORT STUDENT ENGAGEMENT WITH PHOTOS

- What do we know for sure about this photo?
- What do we think we know, based on what we see in this photo?
- What can we learn from this photo?
- What do we wish we knew about this photo?
- What story does this photo tell?
- What is missing from this photo?
- Is this photo old or new? How do you know?
- Why did someone take this photo?
- Who might have taken this photo?
- Was the photo staged or a surprise?
- What connections can you make between this photo and your life? What is the same? What is different?

QUESTIONS, COMMENTS OR SUGGESTIONS

This guide is a continual work in progress – feedback is most welcome. If you have comments about what worked in your classroom that you might be willing to share for future updates to this document, please get in touch. I am open to connecting with classrooms (virtually or in-person, as dictated by the pandemic and distance) to talk about the book content, the process of writing a book, or archives more generally. If this is of interest, please reach out and hopefully we can set something up!

Crista Bradley

sasksnapshots@sasktel.net

sasksnapshots.ca

SASKATCHEWAN SOCIAL STUDIES GRADE ONE

INTERACTIONS & INTERDEPENDENCE

- OUTCOME IN1.1: Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school/OUTCOME IN1.2: Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.
 - **After reading the book aloud:**
 - **Discuss some of the diverse places and people featured in the book. “Places of Religion” (pp. 14-17), “Places of Learning” (pp. 22-25), “Places We Call Home,” (pp. 32-35) and “Places to Gather” (pp. 36-39) will be most helpful when discussing traditions, celebrations and stories.**
 - **Ask students draw pictures/write a few lines about the places that are central to their family or school traditions.**
 - **Work together with students to generate a set of questions that they might use to learn more about family history/traditions from their parents, grandparents and/or extended family members. Ask family members to help students record replies to the questions (with simple language, pictures as prompts, etc.) and then students can report back to the class.**
 - **i.e. Where did they work? What was the house that they grew up in like? What was the name of their school? What did they do for fun when they were young?**

DYNAMIC RELATIONSHIPS

- OUTCOME DR1.1: Relate family events and stories of the recent or distant past to the student's place in present day family life.
 - **Read-aloud session will help facilitate a range of “then” and “now” discussions related to the indicators for this outcome. “Places of Learning” (pp. 22-25) and “Places to Gather” (pp. 36-39) will be particularly helpful in this regard.**

SASKATCHEWAN SOCIAL STUDIES GRADE TWO

INTERACTIONS & INTERDEPENDENCE

- OUTCOME IN2.2: Create a representation of the diversity of cultural groups in the local community.
 - **Reading/discussion of *If These Places Could Talk* relates to several of the indicators in this section.**
 - **“Places of Religion” (pp. 14-17) and “Places to Gather” (pp. 36-39) will be particularly helpful for Indicator C.**
 - **Re Indicator D -- read the book aloud, with specific intent for students to identify some of the individuals and groups referred to in Indicator D (they should be able to find farmers, factory workers, industry/energy sector workers, spiritual leaders, firefighters, community leaders, teachers, military service personnel/veterans, shopkeepers, the first Black doctor on the prairies, a blacksmith, parents, archivists, etc. -- and/or the places associated with them).**

DYNAMIC RELATIONSHIPS

- OUTCOME DR2.1: Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.
 - **Reading/discussion of *If These Places Could Talk* relates to several of the indicators in this section.**
 - **“Place of the Day/Week” - Read the book’s poem as a class and then week-on-week (or day-by-day, depending on timeline) throughout the school year, read the break-out text for one of the featured places aloud to the class (you may wish to use the map on pp. 44-45 to help identify places closest to the school community).**
 - **Ask students to draw a picture of place in their community that has meaning to them. Ask them to write a few sentences centred on the question “if this place could talk, what would it say”?**
 - **Re Indicator B - After reading about the places in the book, work together as a class to uncover the history of your school. Investigate the history behind the school name, explore any historic items in the school (graduation photos, military honour roll, etc.), look for a building cornerstone, learn more about the people who attended. The School Office or School Board office may have additional information. Is anyone in the class connected with an alumnus who might be engaged in the project (perhaps students could make a flyer or short questionnaire to distribute to mailboxes of nearby houses to connect with alumni)? Who is the longest serving staff member? Check with the caretaker to see if they have come across any clues about the building’s past (signs of**

past renovations, old floor/wall material, writing on the walls, etc.)? The class could make posters or prepare a short presentation on their findings to share with staff, another class in the school, a school assembly, the School Community Council, etc.

- OUTCOME DR2.3: Identify physical representations as constructed models of real things.
 - **Indicator A: There are several connections to different types of places featured in the book. In addition to being guided by the book's thematic groupings, educators could also highlight:**
 - **Tipis: Cover, #3, #10, #66, #76**
 - **Grain Elevators: #13**
 - **Wind turbine: #24**
 - **Water Tower: #40**
 - **Sod Houses: #7, #65**
 - **Cenotaph: #51**
 - **Mennonite House Barn: #64**
 - **First Nations University #46, #47, Back Cover – see fnuniv.ca/wp-content/uploads/FNUUniv_Self_Guided_Tour.pdf**
 - **Swimming Pool: #79**
 - **Stadium: #80**
 - **Community Garden: #82**
 - **Indicator C: Discuss the map on pp. 44-45**

SASKATCHEWAN SOCIAL STUDIES GRADE THREE

RESOURCES & WEALTH

- OUTCOME RW3.1: Appraise the ways communities meet their members' needs and wants.
 - INDICATORS A – D
 - **Several of the photos and stories in the book speak to the ways in which communities meet their members' needs. Educators could either read the full book aloud (briefly referencing the content in the break-out text) or choose a few themes that they would like the class to explore in detail (see list of thematic groupings on page 1 of this guide to identify focus areas). Ask students to make a list of whatever featured places they perceive to meet community needs as they listen the book. Discuss student lists as a class or in small groups.**

SASKATCHEWAN SOCIAL STUDIES GRADE FOUR

INTERACTIONS & INTERDEPENDENCE

- OUTCOME IN4.1: Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.
 - INDICATOR D: Illustrate the contributions of First Nations and Métis artists, sculptors, musicians, dancers, storytellers and writers to Saskatchewan culture (e.g., Buffy Sainte-Marie, Allen Sapp, David Bouchard, Michael Lonechild, Henry Beaudry, Andrea Menard, Angelique Merasty).
 - **Allen Sapp’s “Sundance at Red Pheasant” is featured on p. 14. Discuss the importance of Indigenous lens.**
 - See allensapp.com to learn more about Allen’s life and work. An online exhibit showcasing his art is available at virtualmuseum.ca/Exhibitions/allensapp/
- OUTCOME IN4.2: Describe the origins of the cultural diversity in Saskatchewan communities.
 - INDICATOR B: Detail the ways in which First Nations peoples supported the survival of early European newcomers to Saskatchewan.
 - **Review the visuals on pp. 8-9 (‘Places of Hunt & Harvest’). The illustration in the centre is intended to depict Indigenous life at Wanuskewin thousands of years before settlers (pictured in the surrounding photographs) arrived. Use these pages to generate ideas about what knowledge Indigenous people might have been able to share with settlers adapting to life in the West.**
 - INDICATOR C: Trace and represent the history of European immigration to Saskatchewan including those who came for economic reasons (explorers, fur traders, homestead farmers) and religious reasons (Mennonites, Hutterites, Doukhobours).
 - **Several images relate to European immigrants, including:**
 - p. 8 (#12) – Trebich farm
 - p. 9 (#14) – Hutterite Colony
 - p. 11 (#19) – Cumberland House
 - pp. 14-17 – Doukhobour Prayer House (#32) and several others
 - p. 29 (#60) – Ambroz Blacksmith Shop
 - p. 32 (#60) – Mennonite House Barn
 - p. 32 (#65) – Addison Sod House
 - p. 34 (#69) – Cannington Manor
 - p. 40 (#89) – Holy Trinity Anglican Church

- **Students will also be able to identify non-European immigrant groups and the contributions that they make to Saskatchewan communities (examples include photo #25, #30, #33, #35, #49, #61).**
- INDICATOR E: Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.
 - **Invite students to choose one (or more) images in the book to use as the basis for a letter, skit, artwork, presentation, etc.**
- INDICATOR H: Identify the significance of historic buildings and places associated with cultural diversity in the community and province.
 - **Before reading the book in class, make a list of places (or types of places) that students might expect to find featured in a book like this. After reading, cross-check the list to see what was included and what was not. Encourage students to identify a place in their community/ province that is not represented in this book (or one that is that they want to know more about) and research and write a statement of significance for it. The statement could be a straight-forward listing of facts, or could be prepared as a class presentation, a letter to a community leader advocating for place recognition, etc. They might also consider “if this place could talk, what would it say?”**
 - **Encourage any students who are particularly interested in the place that they research to consider preparing an entry on it for the Saskatchewan Heritage Fairs. As of 2020, individual students are now able to participate (even if their class is not registered). See heritagesask.ca/heritagefairs/news**
 - **Ask students to choose one place in the book that speaks to the province’s cultural diversity and conduct additional research on it (outputs could take the form of a written report, a class presentation, a class blog post, etc.).**
 - **“Place of the Day/Week” - Read the book’s poem as a class and then week-on-week (or day-by-day, depending on timeline) throughout the school year, give each student the opportunity to read the break-out text for one of the featured places of their choosing aloud to the class.**
 - **Engage students in a places scavenger hunt – using the book as a jumping off point, and drawing on their prior knowledge of Saskatchewan places, online tourism sites, and the Saskatchewan Register of Heritage Property/Canada’s Historic Places websites (web addresses on p. 46 of the book), ask groups to find a specified number of places related to any topics of your choosing (all groups could search for similar topics, or each group could be assigned their own – i.e. Indigenous places, places related to agriculture or industry, places associated with well-known Saskatchewan people, places that have been/are central to immigrant experiences, places from all parts of the**

- province, places that have been continuously used for the same purpose over time, etc.)
- INDICATOR I: Investigate the role of archaeology in understanding the origins of Saskatchewan communities.
 - **Ask students to write three (or more) interesting facts about one of the archaeological sites featured in this book (or other sites in the province!)**
 - **Wanuskewin, featured in the illustration on pp. 8-9, is a rich archaeological site in Saskatchewan. Encourage students to visit the website to learn more wanuskewin.com/our-story/archaeological/ place.**
 - **Information about archaeological findings at the Old Humboldt Site (featured on p. 20) available at humboldtmuseum.ca/wp-content/uploads/2020/10/2018-OH-Booklet-Final.pdf**
 - **Other featured places that have been the subject of archaeological study include Batoche (p.27 & p. 35), Cannington Manor (p.34) and Prince Albert National Park (p. 39).**
 - **Check out the great resources available through the Saskatchewan Archaeology Society - thesas.ca/services/educational-resources/**
 - **OUTCOME IN4.3: Determine the influence Saskatchewan people and programs have had on a national scale.**
 - INDICATOR B: Represent the accomplishments of prominent Saskatchewan people whose contributions in their field are nationally or internationally recognized in a gallery, media clips, vignettes, or other media.
 - **Some of the individuals pictured in the book can be used to start discussion associated with this Indicator (#9 Seager Wheeler, #38 John Tootoosis – 3rd person from left). Educators might also consider people associated with some of the places depicted (i.e. #27 Allen Sapp, #32 Peter Verigin, #48 Athol Murray, #68 Architects Storey and Van Egmond, #56 & #73 Louis Riel and Gabriel Dumont, #77 “Scotty,” #83 John Arcand).**

DYNAMIC RELATIONSHIPS

- **OUTCOME DR4.1: Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.**
 - **The map on pp. 44-45 will help facilitate discussion on various indicators for this outcome.**
 - **More specifically, for Indicator E, the book contains several examples of different building styles and locally sourced building materials, including:**
 - **Tipis: Cover, #3, #10, #66, #76**
 - **Sod Houses: #7, #65**

- Wood construction: #5, #6, #13, #15, #29, #35, #42, #50, #71, #73, #88/89
 - Claybank Brick: #21, #28, #43, #62, #68
 - Mennonite House Barn: #64
 - Straw roof: #12
 - First Nations University #46, #47, Back Cover – see fnuniv.ca/wp-content/uploads/FNUniv_Self_Guided_Tour.pdf
 - Saskatchewan Conservation House: #72
 - Stone: #79
- OUTCOME DR4.2: Explain the relationship of First Nations and Métis peoples with the land.
 - INDICATOR B: Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).
 - **Wanuskewin, featured in the illustration on pp. 8-9, provides an entry-point into a discussion of these learning objectives.**
 - INDICATOR D: Research the history of the Métis people and their relationship with the land.
 - **Photos #11, #56, #73 may be helpful visuals when teaching towards this indicator.**
 - OUTCOME DR4.3: Analyze the implications of the Treaty relationship in Saskatchewan.
 - **pp. 4-5 – This double-page spread includes a Treaty Acknowledgement and various visuals. Ask students how they would acknowledge the relationship of the Treaties to Saskatchewan places if this was their book. Ask them to redesign these pages (visuals and text) to acknowledge, in their own way, the importance of the Treaty relationship.**

POWER & AUTHORITY

- OUTCOME PA4.1: Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.
 - **pp. 18-21 shows various places that demonstrate the role that government plays in the lives of Saskatchewan people, supporting several indicators attached to this outcome. These include a town hall, fire hall, water tower, FSIN meeting, post office, telegraph office, courthouse, public library, and the Legislative Building.**
 - **INDICATOR F: While no Saskatchewan place is considered to be an “official” symbol of Saskatchewan, several serve (or could serve) as symbols. What *places* unofficially serve as symbols of Saskatchewan? Whose story do they tell? Whose stories are missing?**
 - **INDICATOR F: After learning about the Province’s official symbols, ask students to consider/prepare a written recommendation about a place that deserves**

designation as a heritage property/provincial symbol. It can be any place of their choosing – it’s all about the “pitch” – explaining why the place deserves special consideration.

RESOURCES & WEALTH

- OUTCOME RW4.1: Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
 - INDICATOR E: Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans.
 - **The places featured on pp. 14-17, 22-25 and 36-39 will help to facilitate this discussion.**
 - INDICATOR G: Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.
 - **The visuals on pp. 8-9 will serve as a useful backdrop when discussing items leading to this indicator.**
 - INDICATOR H: Graph the typical energy consumption in Saskatchewan for an average year, and investigate energy efficient technologies being developed in Saskatchewan.
 - **Photos #24 & #72 are helpful in the context of this discussion.**

- OUTCOME RW4.3: Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.
 - **INDICATORS A & B: While not exhaustive, “Places of Industry” (pp. 10-13) and the map at the back of the book (pp. 44-45) will be helpful when working towards these indicators with students.**
 - **INDICATOR G: Educators may wish to highlight the contributions made by Seager Wheeler (p. 8 #9) in this discussion.**