

REGINA PLAINS MUSEUM

Learning Kit

TEACHER'S GUIDE:

Going to Town



Themes and Ideas

Going to Town

Through history and continuing today, there is a relationship between rural and urban Saskatchewan. Many goods and services are only available in larger urban centres, and for many people, this means “Going to Town”. This kit is intended to introduce students to the concept of a trip into town as it was in Regina’s early history, and begin to explore the relationship between cities and smaller towns that exists today.

Vocabulary Words

- Urban
- Rural
- Essential services
- Population
-

Activity Ideas

- plan a grocery budget for an entire month! Be sure to account for sales, bulk discounts, frozen vs. fresh food, etc. Decide how many people you need to feed, and what they like to eat. Plan all your meals.
- Make a survey of all communities in Saskatchewan. How many of them are considered urban? How many rural communities are there? What are the qualifications for a community to be considered a town or city? Look at the population distribution of the province.
- Discuss your own “Going to Town” experiences. Have you ever traveled to a town or city larger than your own? What did you do there that you couldn’t do at home?



Lesson Plan

Unit: Going to Town – What is a town, anyway?

Theme/Skill(s):

- Students will learn about the different types of communities in Saskatchewan, and identify their characteristics.

Equipment/Resources:

- Chart paper or chalk board
- Internet access (if possible)
- Map of Saskatchewan (optional)

Objectives:

- Through brainstorming and thinking about communities they have seen, students will learn about the different community types in Saskatchewan.

Assessment:

- As an introductory activity, students can be evaluated for their participation and listening skills

CELS:

Communication: Students organize ideas into different categories, creating definitions for community types.

Curriculum Connections:

Social Studies: The themes of identity and interdependence are explored through the analysis of different types of communities and the relationships between them.

	Activities/Tasks:
Introductory Activities:	On chart paper or on the board <i>write</i> the categories of urban, suburban, and rural. <i>Ask</i> students if they can think of any examples of these types of communities in Saskatchewan (examples might be Regina, White City, and Pense).
Development:	<p><i>Brainstorm</i> characteristics of each type of community. Questions to ask can include:</p> <ul style="list-style-type: none"> • How many people live there? • how large is the area of the community? • What kind of services are available there? • Where are these communities located in the province? <p>Draw on students' personal experience, asking about places they have lived or visited.</p>
Group Work:	In groups, students can brainstorm together to make a list of as many community characteristics as they can, and examples of each type of community from Saskatchewan and across Canada. How many of each type of community have class members visited? This list may be surprisingly long!
Review of Learning:	To review, you can play a sort of "hot potato" – pass around an object like a beanbag or pen, and students must name a characteristic of a particular type of community. The teacher can call out the different types, and students must name something as quickly as possible.
Extensions:	There are procedures and qualifications that must be met if a community is to be incorporated as a town or city. Search on the internet to find out what is necessary, and what a community must do to be formally recognized by the government.
Adaptive Dimension:	For younger students, it may be simpler to break the concept down into larger and smaller communities, brainstorming ideas for each.



Lesson Plan

Unit: Going to Town – The Big Trip

**** Note: This lesson is most effective after learning about different types of communities and the relationships between them. See the "What is a Town" lesson plan included with this Learning Kit.**

Theme/Skill(s):

- Through drama, students will capture the experience of "going to town"

Equipment/Resources:

- Sufficient space to move
- Sets and costumes (optional) – ** please note that the contents of the Learning Kit are NOT intended for use in a drama.

Objectives:

- Students will create a dramatic situation that re-creates the experience that early residents of Saskatchewan would have when they travel to a larger community.

Assessment:

- Students should be evaluated in terms of their participation and contribution to the drama.

CELS:

Critical and Creative Thinking: Students will improvise within the context of a dramatic situation.

Communication: Students will consolidate their ideas and express them in the dramatic mode.

Curriculum Connections:

Social Studies: The themes of identity and interdependence are explored through the analysis of different types of communities and the relationships between them.

Drama: Students will accept the dramatic situation, assuming roles and contributing ideas. Students will bring their own experiences and previous knowledge to the drama.

	Activities/Tasks:
<p>Introductory Activities:</p>	<p><i>Examine</i> the contents of the Learning Kit. What can these objects tell you about a trip to town in Saskatchewan's early history? Use the focus questions for examining artifacts included with the Learning Kit.</p> <p><i>Brainstorm</i> some ideas about an early trip to town. What kinds of things would you do? How long would you go for? How would you get there? What would you have to take with you? What would you get while you were there?</p> <p><i>Prepare</i> for the drama. Roles can be assigned, or students can develop their own characters. Once roles are chosen, spend some time developing your character's history and personality. If desired, students can write out a character sketch describing the person they will be portraying in the drama.</p> <p>Examples of roles that can be played:</p> <ul style="list-style-type: none"> • The family that is "going to town" • The general store • The doctor's office • The post office • City hall • The movie theatre <p>Note: The teacher may wish to assume a role, such as the city mayor or another personality – this will help students accept their own roles and keep the drama moving!</p>
<p>Development:</p>	<p>Begin the drama – the family members arrive in town and begin their day, moving from one place to another. If desired, different locations can be set up around the space for each different place the family will visit. Remember that groups can interact with each other as well as the traveling family.</p> <p>The schedule for the traveling family may be pre-arranged, or the drama can come to a natural conclusion.</p>
<p>Group Work:</p>	<p>Groups of students will work together to re-create different aspects of a community. One group may be the general store, another the doctor's office, another the post office, etc.</p>
<p>Review of Learning:</p>	<p>Have students discuss or write a reflection on the drama. Alternately, students may write a letter in role (the same role they played in the drama), telling a friend or family member about their day.</p>

Extensions:	<p>The best parts of the drama may be put together and scripted into a formal play that can be staged for other classes or the whole school.</p> <p>Invite someone from the community who grew up in a small town and made trips into the city during their childhood. Ask them questions, and ask them to share their experiences.</p>
Adaptive Dimension:	<p>Depending on student experience and comfort level, the drama can take a more scripted or improvisational tone. Students who are outgoing may wish to improvise, whereas some students may wish to prepare a script beforehand.</p>

Additional Resources

Going to Town

Print Materials

Bocking, D.H., ed. Saskatchewan: A Pictorial History. Saskatoon: Western Producer Prairie Books, 1979.

Brennan, J. William. Regina: An Illustrated History. Toronto: James Lorimer & Canadian Museum of Civilization, 1989.

Broadfoot, Barry. The Pioneer Years 1895-1914: Memories of Settler Who Opened the West. Toronto: Doubleday, 1976.

Kalman, Bobbie. Early Artisans. The Early Settler Life Series. Toronto & New York: Crabtree Publishing Company, 1983.

Kalman, Bobbie. Early Stores & Markets. The Early Settler Life Series. Toronto & New York: Crabtree Publishing Company, 1981.

Internet Sources

<http://scaa.usask.ca/gallery/regina/index.html> - an early map of Regina that can be clicked to learn about different areas of the city in the late 1940s.

<http://www.regina.ca> – the City of Regina website

<http://www.virtualsk.com/> - virtual Saskatchewan