

## Exploring Historical Buildings through Technology Lesson Plan

**Objective:** Students will be able to create a presentation about their favorite historical building from the Fort Steele Heritage Site, utilizing technology and research skills.

### Assessment:

Students will present their projects to the class, demonstrating their understanding of the historical significance of the building, key architectural features, and any cultural impacts it may have had. The presentation format can include a video, PowerPoint, infographic, or podcast.

### Key Points:

- **Historical Significance:** Understanding the role and importance of the building in local history.
- **Architectural Features:** Identifying and describing key features of the building's design.
- **Research Skills:** Learning how to search for credible information and resources to support their project.
- **Technology Use:** Utilizing various digital tools to create engaging presentations.
- **Presentation Skills:** Developing confidence in speaking and presenting information to peers.

### Opening:

- Begin by reviewing the sites we visited on our field trip. The slideshow on historical buildings in Fort Steele would be beneficial for this.
- Pose the question: "What stories do these buildings tell us about our history?"

- Facilitate a brief discussion where students share their thoughts on what they found interesting during the field trip.

### **Introduction to New Material:**

- Discuss the importance of historical buildings in preserving culture and history.
- Introduce the key points above, ensuring students understand each term and concept.
- Common misconception: Students may think that all historical buildings are the same; clarify that each has a unique story and significance.

### **Guided Practice:**

- Set expectations for collaboration and respect during discussions and activities.
- Provide examples of how to research historical buildings, including websites, books, and interviews.
- Scaffold questioning:
  - Easy: "What is a historical building?"
  - Medium: "Why do you think this building was important?"
  - Hard: "How does the architecture reflect the time period it was built in?"
- Monitor student performance by circulating the room and providing support as needed.

### **Independent Practice:**

- Students will choose a historical building from the Fort Steele Heritage Site to research and create a presentation.
- Expectations:
  - Work independently or in pairs to gather information.
  - Use at least three credible sources for information.
  - Create a presentation using one of the specified formats (video, PowerPoint, infographic, or podcast).

### **Closing:**

- Conduct a quick round-robin where each student shares one interesting fact about their chosen building.
- Reinforce the importance of sharing historical knowledge with others.

### **Extension Activity:**

- For students who finish early, they can create a digital scrapbook of images and facts about various buildings at Fort Steele, enhancing their research skills further.

### **Standards Addressed:**

- **BC Social Studies Curriculum:**
  - Analyze the significance of historical sites and their impact on community identity.
  - Develop research and critical thinking skills through inquiry into historical events and structures.