



## Expo 67

### **Pedagogical Activities (Grade 3 to Secondary V)**

#### **In accordance with the Ministère de l'Éducation of Quebec curriculum**

##### **1) Course outline:**

###### **Description:**

The Library and Archives of Canada presents a virtual exhibition on Expo 67. This site includes a section giving teachers an opportunity to expand their teaching tools and students an opportunity for active learning.

The themes presented are matched with specific learning objectives in the Ministère de l'Éducation of Quebec curriculum for elementary and secondary schools. The themes include the history of the planning of the World Fair in Montreal (project, candidature and results, site choice and construction), various performances and entertainment, Canada's centennial celebrations and the legacy of Expo 67. In addition, the site offers a description of fifteen or so pavilions including the Canada, USSR and Man the Producer pavilions. This virtual exhibition will feature a number of important guests, including politicians, well-known artists and other people who attended the event.

###### **Objectives:**

The objectives are taken from the Quebec Education Program: Preschool and Elementary Education (2001) and from the Secondary School Program issued by the Ministère de l'Éducation of Quebec. The activities presented are geared to students from Grade 3 (elementary level 2) to Secondary V.

###### **Approach:**

The document includes sixteen pedagogical activities, ranging from a treasure hunt to a timeline, as well as a science experiment, a scale model, and a debate. Each activity has a general description and is linked to the corresponding objectives. The activity chosen can be used as a starting point, or it can be included in geography, history, science and technology classes.

Special attention was paid to making the activities stimulating and varied, but also realistic and suitable to be incorporated into the concepts proposed in the Ministère de l'Éducation of Quebec curriculum.

2) Examples of activities:

Examples of suggested pedagogical activities	Grade	Subject	Objectives
<p><b>Treasure Hunt</b></p> <p><b>Virtual tour of the Indians<sup>1</sup> of Canada pavilion</b> – The student looks for Amerindian artefacts or activities that inspired modern objects or recreational activities in Canada and Quebec (collecting maple syrup, game of lacrosse etc.).</p> <p>The student follows a map leading to various locations where the artefacts are buried. Clues are provided to help find the treasures we have inherited from the various Aboriginal nations.</p>	<p>Elementary, 2<sup>nd</sup> level (Grades 3 and 4)</p> <p><b><u>and</u></b></p> <p>Elementary, 3<sup>rd</sup> level (Grades 5 and 6)</p>	<p>Geography, History and Citizenship Education</p>	<p><b>Social Studies</b></p> <p><u>Knowledge relating to Competency 2</u> (Interpreting change in society and within its borders)</p> <p><b>Iroquois society between 1500 and 1745</b></p> <p><u>Knowledge relating to Competency 3</u> (Openness to the diversity of societies and their territories)</p> <p><b>Iroquois society and Algonquin society circa 1500</b></p> <p><b>Micmac society and Inuit society circa 1980</b></p>
<p><b>Scale Model</b></p> <p><b>The student produces a scale model, a concrete representation of an object, person, environment or event</b> – The student uses different types of materials to create a virtual reproduction of one of the pavilions on the Expo 67 site; the student must refer to an assembly plan and then virtually assemble all the materials.</p>	<p>Elementary, 3<sup>rd</sup> level (Grades 5 and 6)</p> <p>Secondary IV</p>	<p>Mathematics, Science and Technology</p> <p>English Language Arts</p>	<p><b>Life Sciences</b></p> <p><u>Concept</u> Technology and instrumentation</p> <ul style="list-style-type: none"> <li>Design and build an environment (such as an aquarium, terrarium, incubator, greenhouse).</li> </ul>
<p><b>Role-playing and quiz</b></p> <p><b>Role of politics in society</b> - The student plays the role of the Mayor of Montreal, Jean Drapeau, or another politician who attended Expo 67.</p>	<p>Elementary, 3<sup>rd</sup> level (Grades 5 and 6)</p>	<p>Geography, History and Citizenship Education</p>	<p><b>Social Studies</b></p> <p><u>Knowledge relating to Competency 2</u> (Interpreting change in a society and within its borders)</p>

<sup>1</sup> According to the Department of Indian Affairs, the term “Aboriginal” should be used to refer to the Amerindian and Inuit nations, although the term “Indian” was used in 1967.

<p>The student answers a series of multiple-choice questions to learn about the duties of the politician chosen.</p>			<p><b>Quebec society between 1900 and 1980</b></p>
<p style="text-align: center;"><b>Exchange</b></p> <p><b>Thorough investigation of a theme, event or artefact</b> – The student acts as a guide for a foreign student wishing to learn more about a theme, an event or an artefact inspired by the differences between <b>Quebec society and a non-democratic society</b>.</p> <p>The purpose of the game is to highlight the differences between the two societies.</p> <p>A number of subjects can be explored, such as freedom of expression, the right to vote, feminism, a child’s right to an education, work, agriculture, manual labour and mechanical labour in factories and in the fields etc.</p> <p>In short, the themes, events and artefacts to be discovered are in the pavilions selected that will help you explore <b>Quebec society and a non-democratic society circa 1980</b>.</p> <p>The Canada, USSR and Africa Place pavilions and others can also be used for comparison.</p>	<p>Elementary, 3<sup>rd</sup> level (Grades 5 and 6)</p>	<p>Geography, History and Citizenship Education</p>	<p style="text-align: center;"><b>Social Studies</b></p> <p style="text-align: center;"><u>Knowledge relating to Competency 3</u></p> <p>(Openness to the diversity of societies and their territories)</p> <p style="text-align: center;"><b>Quebec society and a non-democratic society circa 1980</b></p>
<p style="text-align: center;"><b>Simulation</b></p> <p><b>A simulation is the recreation of a real phenomenon</b> – The student may recreate the history of metal processing, cinematography or any other technique or technology; the student can recreate the developments in the chosen subject on videotape. The video presentation may be accompanied by a narrative text written by the student.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <b>Steel pavilion</b> History of metal processing.</li> <li>• <b>Pacific-Cominco pavilion</b> New dimension and technology in cinematography.</li> <li>• <b>Pulp and Paper pavilion</b></li> </ul>	<p>Secondary II</p> <p>Secondary IV and V</p>	<p>Current Affairs, English Language Arts and Film Studies</p>	<p style="text-align: center;"><b>Module 7</b></p> <p style="text-align: center;"><u>The current century</u></p> <p style="text-align: center;"><b>Unit 7.1</b></p> <p>Show the link between advances in technology and recent changes in western societies.</p>

<p>History of papermaking.</p> <ul style="list-style-type: none"> <li>• <b>Engineer’s Place</b></li> <li>• <b>Telephone pavilion</b> Telephone companies tell the history of communications in Canada.</li> <li>• <b>The kaleidoscope</b></li> <li>• <b>The Autostade</b> “Permanent collapsible” structure with a capacity of 25,000 seats.</li> <li>• <b>Habitat 67</b> Build a shelter with all the characteristics of modernism.</li> <li>• <b>Man the Producer pavilion</b> Man must run the world for the benefit of humankind.</li> </ul>			
<p style="text-align: center;"><b>Feature Story</b></p> <p><b>Report the essential facts or elements of a society</b> – The student plays the role of a journalist, forwarding his findings about a given society to a virtual “Expo 67” newspaper.</p> <p>For example:</p> <p>a) The student visits the following pavilions:</p> <ul style="list-style-type: none"> <li>• Ontario</li> <li>• Quebec</li> <li>• Atlantic Provinces</li> <li>• Western Provinces</li> </ul> <p>and takes note of the facts that interest him.</p> <p>b) The student replies to a series of questions. Is the Canada pavilion representative of Canada’s regional disparities? Does it reflect the various cultures in the country?</p> <p>Or</p> <p>c) The student presents a comparative study of Canadian society in 1967 and in the year 2002.</p> <p>d) The student prints the “Expo 67” newspaper that includes, among other highlights, his feature story.</p>	<p style="text-align: center;">Secondary II</p>	<p style="text-align: center;">General History, English Language Arts and Journalism</p>	<p style="text-align: center;"><b>Module 7</b> <u>The current century</u></p> <p style="text-align: center;"><b>Unit 7.2</b></p> <p style="text-align: center;">Identify some aspects which illustrate the continuity, pace and relativity of changes in the world around us.</p> <p style="text-align: center;"><i>7.2.3 – Disparities in development</i></p>



<p><b>The imaginary interview allows the student to direct questions to an animated object or historical person. The student then presents his interview to a third party</b> – The student compares the 1900 Paris World Fair with the one in Montreal in 1967. He relies on a guide – person or object – who teaches him about the differences between the two types of world fairs. The guide answers the student’s questions. The student can also take virtual photographs. At the end of the interview, the student presents the interview as a virtual photo album. The album must also include a commentary.</p>	<p>V</p>	<p>Civilization</p> <p>Journalism</p>	<p><u>Survey of the 20<sup>th</sup> century and elements of civilization</u></p> <p><b>Unit 1.1</b></p>
<p><b>Science Experiment</b></p> <p><b>Through the science experiment, the student defines a problem, identifies and plays with variables, gathers and records data, interprets the results and shares them with others.</b> – Using Expo 67, the student addresses problems relating to metrology, the scientific study of measurement. The student will answer questions such as: How many people can the Expo 67 site accommodate? How many restaurants, French fry stands and other similar establishments were on the site of Expo 67 to feed all the visitors? Etc.</p>	<p>Secondary V</p>	<p>Natural Sciences</p>	<p><b>Module 2</b></p> <p><u>Techniques et methods used in natural sciences</u></p> <p><i>(Specific objectives 4. – 4.5.)</i></p>
<p><b>Critical Analysis</b></p> <p><b>Evaluating a specific situation, the student draws generalizations.</b> – The student comes to understand the role of Expo 67 as a pacifistic and rallying event.</p> <p>a) The student analyzes the presence of the following pavilions at Expo 67:</p> <ul style="list-style-type: none"> <li>• USSR</li> <li>• Africa Place</li> <li>• Federal Republic of Germany</li> <li>• Czechoslovakia</li> </ul> <p>b) The student lists the reasons justifying the presence of the UN pavilion at Expo 67.</p>	<p>Secondary V</p>	<p>The 20<sup>th</sup> Century, History and Civilization</p> <p>Essay Writing</p>	<p><b>Module 4</b></p> <p><u>The major conflicts and efforts to achieve peace in the 20<sup>th</sup> century</u></p> <p><b>Unit 4.2</b></p> <p>Analyze contemporary conflicts</p> <p><i>4.3.1. – Pacifist undertakings</i></p> <p><i>4.3.3. – Specific plan of action for peace and respect for human rights and freedoms</i></p>



# Evaluation Guide

	<b>Competencies</b>	<b>Level I</b> 0% - 49%	<b>Level II</b> 50% - 59%	<b>Level III</b> 60% - 69%	<b>Level IV</b> 70% - 89%	<b>Level V</b> 90% - 100%
<b>KNOWLEDGE AND COMPREHENSION</b>	The student demonstrates knowledge of the facts presented and the terms used.					
<b>REFLECTION AND RESEARCH</b>	The student conveys information and gives an opinion (critical thinking).					
	The student expresses ideas clearly in front of an audience (discussion and interaction).					
	The student expresses ideas in writing.					
<b>APPLICATION</b>	The student formulates generalizations or logical conclusions.					
	The student uses new technologies effectively.					
	The student makes links between the past, present, and future.					