
"SNOOPING FOR CHANGE"

TO THE TEACHER:

This activity is based on the Edmonton Public Schools' "Snooping for Change" from the booklet **Community Change Through Time** and "Heritage Detective" from Heritage Canada's "Spirit of Home".

This activity provides a chance for students to investigate what change is and how towns change over time. "Snooping for Change" would work well as an independent project or with a unit that emphasizes change in the community. The "Snooping for Change" worksheet is geared toward younger students (grades 1-4), but may be modified for older students by changing the questions.

LEARNING OBJECTIVES:

- develop an awareness of the community
- discover what makes a town change
- understand why change happens
- gain stronger observation skills

WHAT YOU WILL NEED:

- "Snooping for Change" worksheet (grades 1-4)
- clipboards and pencils or pens
- parental supervision

ACTIVITY:

(grades 1-4)

Step 1

Discuss what change is with the class. Discuss how you can tell if something has changed (what is the physical evidence left behind by change). Start with easy examples such as: clothing that doesn't fit any more means you have changed in some way (grown taller, etc.), to demonstrate change.

Compare the differences in clothing, car, or hair styles over time to illustrate how styles change and/or remain the same (e.g. Clothing: bell bottoms, popular in the 1960s and again in the 1990s but look quite different). Apply this method to the buildings in your community (how have they changed?).

All neighbourhoods and buildings experience change. Clues that a neighbourhood has changed might be sidewalks in unexpected places, used bricks found in a vacant lot, fences or hedges marking forgotten boundaries, strawberry patches or orchards in new subdivisions, a business structure on a residential street or a home surrounded by commercial buildings.

Clues that a building has changed are additions that look newer than the rest of the structure, different materials used in different places, a new building in the middle of a street with old buildings,

or old signs on the sides of buildings proclaiming a previous use (e.g. a sign saying "Sam's Grocery" is found on the side of a building, but the place is now a restaurant).

Have older students try listing buildings that have changed their use. In many cases extensive restoration has occurred on both the interior and exterior of these buildings, as they must be adapted to their new use. This process is called "Adaptive Reuse". Often significant architectural or cultural features may be lost as a result of this process. Locate historic photos of a building in the community that has undergone this process. Compare it with how the building looks today. Discuss how these changes have affected the building, neighbourhood and streetscape. How do these changes reflect the changing need of people in the community?

- Step 2 Go on a class walking trip to a part of your community that has changed or is in the process of changing to illustrate what was discussed in class. Have the students fill out the worksheet as they go along.

NOTE: *make sure there is adequate adult supervision for the class walk, especially for the younger students who may need help with printing or expressing what they see.*

- Step 3 Back in the classroom: discuss what the students discovered on their walk. Have the class share their answers with each other and talk about why they picked what they did.

Have the students imagine what their town looked like 100 years ago and would look like 100 years from now. What would remain the same? What would change? What would the buildings look like? The cars? The houses? The people? Their clothing? The landscape? Are the roads in the same spot? Do people have the same jobs? Are the animals the same? How is the land divided up?

- Step 4 Invite a local geographer, cartographer, anthropologist, historian, community elder or museum/archives/library/historical society member to visit your class and help them imagine what the land and community used to be like. If possible, have historic photos of different regions of the community on hand to help illustrate how the area has changed.

Have the class draw a map, picture or construct a model (using cardboard, popsicle sticks, pasta or lego) of their vision of what the community would look like (past and/or future) and display the results outside the classroom or in the library for the school to see.

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NAME: _____ DATE: _____

The oldest thing	The newest thing	Something changing in Nature	Something that will not change
Something here when the _____ was here	Something here when there were no Europeans here	Something that will be here in a year	Something that will be here in 50 years
Something changed by humans	The neatest thing	A building that has changed on the outside	Something made by humans
Something new on a tree	Something that is colourful	A building that has changed on the inside	Something that will change an animal