



# Kayak Illustrated Story Lesson Plan



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## Aim:

Integrate Social Studies, History and Geography expectations with expectations in Language and The Arts as students write and illustrate an historical fiction story of 500 to 1200 words.

Students will research a significant event/person/group/issue in their local, provincial, territorial or national history and then create an historical fiction story accompanied by original illustrations or archival photographs blending fictional or actual characters in their story line using the facts and time period of their research.

Comic Strip formats could be an alternative to the traditional story format; students should be reminded that a 5-page comic typically entails 500 words.

\* Note: Examples of illustrated stories can be found at  
<http://www.canadashistory.ca/Kids/Contests/Kayak-Illustrated-History-Challenge>

## Overall Expectations:

### Social Studies, History and Geography

Students will:

- Use the historical inquiry process to investigate perspectives of different groups on a significant event, development, and/or issue;
- Describe a various significant event, development or person in Canada;

### Language

Students will:

- Generate, gather, and organize ideas and information to write for an intended purpose and audience;
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

## **Visual Arts**

Students will:

**Creating and Presenting:** apply the creative process to produce art works in a variety of forms that communicate feelings, ideas and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;

**Elements and Design:** use elements, principles and techniques (including line, colour, space, values, and harmony) effectively to communicate their message/ideas.

## **Assessment:**

A rubric is included but teachers should feel free to adapt it to represent their own objectives and classroom routines.

## **Lesson Plan:**

(Students could be allowed to choose their own historical topic but this lesson plan will concentrate on an activity to be done at the end of a unit to reinforce the main facts surrounding a significant person, event or issue researched during the unit.)

1. Review with the class the main facts connected with the topic, person, group, event or issue (mind-map, timeline or other organizer). This could be a small group or individual task.
2. Discuss the discipline thinking concepts of significance and perspective and the key criteria for understanding them. In particular, review the criteria for researching and understanding historical significance. How prominent was the item at the time and how long did its significance last? What were the consequences of this item and how deeply, widespread and long lasting was its influence? How is the item remembered and what does it reveal about the time period?
3. Discuss why the chosen topic is significant to Canadian history and discuss how a writer could show this importance in a story about the topic – e.g. actions of characters, reaction to actions, comments of main character or observers, introduction or closing statements.
4. Discuss historical perspective and how different people would tell a story differently. Discuss also the importance of the time period in determining perspective and how actions and points of view are determined by the time period. Give an example to start the discussion (a couple are provided) and then have the students provide more examples to show the point of view of various possible characters that could tell a story about your chosen person/event/issue.

Person/Group /Event/Issue	Character	Things That Affect Point of View	Time Period Influences
Fur Trade	First Nations Trapper (or Trapping Family)	Weather, types of animals, traps, distance travelled, items wanted when trading	Transportation, different European suppliers and trade goods, competition with other First Nations
	Voyageur	Experience, weather, transportation difficulties, finding new sources of furs	Transportation modes Food storage methods Distance from settlements
	Fur Trader	Getting furs to markets Quality of furs Cost of buying furs	Importance of fur trade industry, changes in clothing fashion
Rebellion of 1837	Rebel	Reasons why they are fighting Poor quality of weapons Lack of provisions Fear of capture	Poor roads and transportation modes Weapons available Communication methods
	Govt. soldier or official	Why they feel rebellion is wrong Locating and capturing rebels Disloyal citizens, weapons	Communication methods Transportation modes, Buildings, Fortifications
	Ordinary Citizen	Conflict about which side is right Contributions to the rebellion (voluntary or not) – food, horses, etc.	Communication methods Transportation modes Harsh conditions

5. Explain the task of the activity and introduce how their finished product will be assessed. The importance of plausibility and historical accuracy should be emphasized. A plan is provided but should be adjusted to reflect the practices in place in your program.
6. Expectations for artwork should also be discussed at some point but you may want to complete the writing process first.
7. Have the students complete the task giving ample opportunities for reflection and peer sharing during the process.
8. Use the assessment rubric (or one of your own design) to assess the students' work and provide feedback.
9. Have the students reflect on their work determining what they felt they did well and steps they could take in the future to improve their work.
10. Ask the students to reflect on what they have learned from several of their classmates about Canada's history?

## Extensions

- a) Choose several exceptional pieces of work and enter them in the Canada's History Kayak Illustrated Story contest. The deadline is June 1. The award is open to all Canadian students aged 7 – 14. Find details about how to enter the contest on their website at <http://www.canadashistory.ca/Kids/Contests/Kayak-Illustrated-History-Challenge> . If chosen as a winner, one of your students could win a trip to Ottawa to be recognized by the Governor General as part of Canada's History Governor General Awards and be awarded a \$1000 RESP. The top 25 entries will be published in Canada's History Kayak Magazine and posted on their website.

Stories can be written in either English or French.

- b) Your illustrated stories could be the centrepiece of a heritage fair project and entered into your local heritage fair.



# Kayak Illustrated Story Assessment Rubric



Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Mark \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>WRITTEN TEXT</b>				
<b>Knowledge/Understanding</b>				
<b>Historical Accuracy and Plausibility</b>	- Information presented contains little plausibility and historical accuracy	- Information presented is somewhat plausible and historically accurate	- Information presented is plausible and historically accurate	- Information presented is exceptionally plausible and historically accurate
<b>Disciplinary Thinking</b>				
<b>Historical Significance</b>	- Information presented has little historical significance	- Information presented is somewhat historically significant	- Information presented is historically significant	- Information presented is highly historically significant
<b>Historical Perspective</b>	- Information presented demonstrates little historical perspective	- Information presented demonstrates some historical perspective	- Information presented demonstrates good historical perspective	- Information presented demonstrates excellent historical perspective
<b>Communication</b>				
<b>Expression and Organization of Ideas and Information</b>	- expresses and organizes ideas and information with limited effectiveness	- expresses and organizes ideas and information with some effectiveness	- expresses and organizes ideas and information with considerable effectiveness	- expresses and organizes ideas and information with a high degree of effectiveness
<b>Use of Conventions</b>	- uses conventions, vocabulary, and terminology with limited effectiveness	- uses conventions, vocabulary, and terminology with some effectiveness	- uses conventions, vocabulary, and terminology with considerable effectiveness	- uses conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Application</b>				
<b>Making Connections Within and Between Various Contexts</b>	- makes connections within and between various contexts with limited success	- makes connections within and between various contexts with some effectiveness	- makes connections within and between various contexts with considerable effectiveness	- makes connections within and between various contexts with a high degree of effectiveness
<b>ARTISTIC WORK</b>				
<b>Creating and Presenting</b>	- applies the creative process to produce a series of images with limited effectiveness to communicate feelings, ideas and understanding	- applies the creative process to produce a series of images with some effectiveness to communicate feelings, ideas and understanding	- applies the creative process to produce a series of images that effectively communicates feelings, ideas and understandings	- applies the creative process to produce a series of images that extremely effectively communicates feelings, ideas and understandings
<b>Elements of Design</b>	- uses elements, principles and techniques (including line, colour, space, values, harmony) with limited success to communicate their message/ideas	- uses elements, principles and techniques (including line, colour, space, values, harmony) with some success to communicate their message/ideas	- uses elements, principles and techniques (including line, colour, space, values, harmony) with good success to communicate their message/ideas	- uses elements, principles and techniques (including line, colour, space, values, harmony) to effectively communicate their message/ideas



# Illustrated Story Student Planning Guide



## Setting

What is the time period of your story?

Where is your story taking place?

What historical person, group, event, issue, development will be connected to your story?

What are the important historical facts connected to this person/group/event/issue/development that you want to have your reader understand when he/she reads your story?

## Historical Significance

Why is your chosen (person, group, event, issue, development) important?

How prominent was the item at the time?

What were the consequences of this item happening?

How has the item been remembered?

What does the item show or reveal about our history?

How do you plan to show the importance of this person, group, event, issue, development in your story?

### **Characters - Historical Perspective**

List the various people who could tell your story. E.g. the main character, a person directly involved but not the main character, a person observing what is going on, a person indirectly involved in the story but affected by the person, group, event, issue, development?

How would their perspectives and points of view be different in that time?

Beside each potential storyteller indicate how they would feel about the topic (e.g. happy, sad, angry, proud, upset, neutral, etc.) and tell why each would have this perspective about your topic.

List any important characteristics of this time period that will help you keep your story plausible or realistic. e.g. lack of electricity, modes of transportation, political situation (colony of France or Great Britain), utensils, tools and/or weapons used, means of travel and communications, etc. In other words – what was life like during this time period that would be different from today and how will this influence your story?

## Your Story

Note: Examples of illustrated stories can be found at

<http://www.canadashistory.ca/Kids/Contests/Kayak-Illustrated-History-Challenge>

1. Write your introductory sentence/paragraph. You want to hook in your reader and make them want to continue reading.
2. Introduce your main characters. You might want to include: how they are involved in your conflict/event/development, their goals, etc. You want to make the reader understand how they are important to the story.
3. Construct the body of your story. Write the highlights of your plot in chronological order. What action happens and what reactions happen because of it. You may want to list the events first, create a timeline, or story board, and then write your paragraphs or if you may want to write your paragraphs as you go along.
4. Write one or more paragraphs to describe the climax or main crisis of your story and then the denouement/resolution/ending.
5. Revise and polish your story
  - a. Check to make sure your storyteller makes his/her perspective or point of view evident throughout the story.
  - b. Check to make sure everything that happens in your story is plausible (could have occurred during the time period).
  - c. Check your grammar, spelling and punctuation and make revisions as required.
  - d. Add interesting adjectives and verbs to add detail and excitement to your story.
  - e. Since you are writing as if you are present during the time period, make sure you are writing in the present tense throughout your story.
  - f. Include a list of sources that you used to research the person, group, event, issue, or development and the time period.

## Your Artwork

1. Create a list of possible subjects for pictures that could be produced to complement your story.

2. Rank order your list to determine which will be the most suitable to complement your story. Choose up to three unless creating a cartoon which will require more.
3. Plan out your chosen art pieces thinking of appropriate mediums, colours, size, spacing, etc. Decide also the most effective location for your artwork in your finished product.
4. Decide how you will combine your story and artwork (e.g. cut and paste into the story, scan and position scan into the story, etc.)
5. Create your artwork and place your finished products into the most effective location in your story.