

Nineteenth Century Themes

Lesson Plan

1. *Discovering the site:*

- first five minutes, encourage the students just to visit the site and explore! Have them identify the four elements:
 1. artefacts/curator
 2. *Magnum Opus*: a history of learned societies
 3. *Periodicals*: a collection of contemporary works
 4. *The Diabolical Dungeon*: interactive, 3D game based on the content of the site.

2. *Brainstorm:*

- Ask them to return to the classroom!
- list *-isms* and *-ations* that were important in the 19th century
- try to form groups of similar terms; explore the differences
- suggested themes include:
 - i. nationalism
 - ii. imperialism
 - iii. Darwinism
 - iv. racism
 - v. capitalism/Marxism
 - vi. expansionism
 - vii. colonisation
 - viii. industrialisation
 - ix. emancipation
 - x. urbanisation
 - xi. immigration
 - xii. education

2. *Presentation of worksheet:*

- Tell the students that they are going to explore some of the themes identified in the brainstorm
- They are to choose two *-isms* and two *-ations*.
- Using the information on the website (and other secondary sources), they are to complete the worksheet.
- *Impact*: refers to why the topic is relevant to and what impact it had on Quebec, Canada and the world 19th century.
- *Artefact and learned society*: identify one of each and establish a link to the theme.
- *Periodicals*: the students are to delve into the *Periodicals* to find relevant quote(s) and analyse the quote, highlighting how it reflects the 'nineteenth century' mind!

3. *Example:*

- *Industrialisation*
- *Impact*: century of industrialisation; factories – mass produced goods; rapidity of travel – local and intercontinental, steamships, trains etc.;
- *Artefact/learned society*: paintings of *Cosmo* and *Royal William*, illustrate the development of steam and the decline of sail; the *Mechanics Institutes*: growth of industrialisation necessitated a more educated workforce, *Mechanics Institutes* created to fulfill this need.
- *Periodicals*:
 - a. H.T. Bovey speaks extensively about the developments and associated benefits of industrial progress over the nineteenth century: 'Certainly, however, it has now entered upon a new phase...no one has done more than the engineer to advance the civilization of the world.' 'A striking illustration of this progress came the other day in a private letter from a remote district of Africa, where a lady entirely isolated from civilization could yet telephone to a doctor for advice.'
 - b. J. Adams and W. Clint speak about the benefits of civilization and its 'morality' when compared to the First Nations.



<i>19th century theme</i>	<i>Impact (on Quebec, Canada, world)</i>	<i>Artefact and learned society (description, relation to theme)</i>	<i>Periodicals (quote/analysis)</i>
1. _____-ism			
2. _____-ism			



<i>19th century theme</i>	<i>Impact (on Quebec, Canada, world)</i>	<i>Artefact and learned society (description, relation to theme)</i>	<i>Periodicals (quote/analysis)</i>
1. _____-ation			
2. _____-ation			