

**Title:** The Beginnings of the Antigonish Movement

**Grade:** Eight

**Subject:** Social Studies/Language Arts

**Time required:** 70 minutes, suggested time frames included

**Lesson Overview:** Using the website and a variety of media tools, students will analyse the economics in rural Nova Scotia in the 1920s and 1930s. Students will research and discuss the community leaders that were involved in helping the people and beginning the Antigonish Movement and make a poster that would advertise a potential study club or short course.

**Resources**

- Coady/ Extension Digitization Website <http://coadyextension.stfx.ca>
- Life in the 1920's Audio Clip
- Graphic Organizers (Figures 1 & 2)
- Digitized copy of an Extension Department Poster ([http://collections.mun.ca/u/?stfx\\_coady.8505](http://collections.mun.ca/u/?stfx_coady.8505))

-Presentation Rubric

\* It is recommended that the teacher preview this website before students engage in their research to ensure that any links and information is available for the use of this lesson plan.

**Specific Curriculum Outcomes**

*Social Studies*

8.3.1 Analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s.

- Analyse the causes of the Great Depression
- Determine the effects of the Great Depression on economic, social, and political conditions in the 1930s

8.5.1 Identify and analyse the economic challenges and opportunities that may affect Canada's future.

- Examine the effects of resource depletion and sustainability in the sectors of energy, mining, forestry, farming, and fishing

*English Language Arts*

Speaking and Listening

- Consider and reflect upon the contribution of others' ideas during discussions.

-Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.

#### Writing and Other Ways of Representing

-Gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication.

### **Lesson Procedures/Teaching Strategies**

#### *Introduction (Economic Conditions in the 1920-1930's) (10 minutes)*

Start the lesson by asking some prompting questions such as:

- What do you think it was like to live in the early 1920's in Atlantic Canada?
- What type of employment opportunities would be open to you 80 years ago?
- What were the lifestyles like of miners, farmers, and fisherman in the 1920's?
- How do you think conditions in the 1920's were similar and different to today?

After some discussion about what the students think about these questions, show the audio clip *Life in the 1920's* of a woman's recollections of life as the daughter and wife of a coal miner. Follow up the clip with further discussion about what the students' expectations were of that time period compared to what the recollections on the tape suggest.

#### *Summary (Economic Conditions in the 1920-1930's) (10 minutes)*

Talk briefly about the economics of the 1920-1930's and some of the social, geographic, and economic issues in Atlantic Canada that contributed to impoverished conditions among the working class. (Graphic Organizer, Figure 1)

#### *Activity (Affecting Change, Economic Conditions in the 1920-1930's) (20 minutes for research, 20 minutes for presentation)*

After the summary above lead into some of the ideas that were proposed (and the people who proposed them) to help the problems of unemployment and poverty in rural Nova Scotia. The teacher can do this through the introductory page of the website or from excerpts from material on the website

After the background knowledge is established break students into groups and give each group a person to research from the following list:

- Moses Coady
- Jimmy Tompkins
- Dr. Hugh MacPherson
- A.B. MacDonald

The students should be able to navigate the website and find some information about the person they have been assigned from the biographies on-line. Students can use the graphic organizer (figure 2) to help organize their research. They will be responsible for summarizing key facts from the literature and presenting findings to the class in a jigsaw

type of pattern with group one starting with the beginnings (1920's) to the workings of the Antigonish Movement (1930's).

Student's presentations should be brief and outline the person, what their ideas were and their contributions to helping the people of rural Nova Scotia. Figure 2 graphic organizers can be used for students to take notes from the other groups as well as organize their own findings.

#### *Closure & Assignment (Designing a Poster) (10 minutes)*

To conclude the lesson, show students a copy of one of the posters (Figure 3) that was used to announce lectures affiliated with the Extension Department at St. Francis Xavier University. Study clubs or short courses should have been brought up as part of the activity but it is suggested that this be reviewed again in conclusion of the lesson. Go through the poster and its components and ask students to design a poster that would be used to recruit people to participate in the Extension Department through study clubs or short courses.

#### **Suggested Assessment Strategies**

- Evaluate the students through the Presentation Rubric (Figure 4). This rubric measures both the work that the students achieved during the activity as well as their presentations.
- Evaluate the posters when they come in using an evaluation process of the teachers choosing.

#### **Additional Resources**

- The Antigonish Movement: A Multi-Media Educational Project Website
- Nova Scotia Curriculum Documents  
(<https://sapps.ednet.ns.ca/Cart/index.php?UID=20090323110942141.109.16.23>)

#### **Modifications/ Adaptations**

- The teacher can assign the students to write a piece of poetry instead of a poster.
- Students can do individual research instead of group work.
- Teachers can add images to the lesson by having students include a picture of a person on their posters.
- Teachers can add images to the lesson by including a small slide show of pictures in the introduction to the Antigonish Movement.

