

Ideas for Post Visit Follow-up

- In a pre visit activity, students mapped their route from their place of origin to the museum. Using the same or a similar map of Nova Scotia, locate and identify any known Mi'kmaq encampments and /or travel routes. Compare and contrast travel then and now. Speculate on why the modern roads are located where they are. Teachers might use topographical maps, road maps, as well as the original land grant for comparison.

- Students adopted the persona of one of the original land grant recipients as part of their workshop. Now they should identify the knowledge and skills of the person they represented and consider how they contributed to the development of the rural society. Determine to what extent their contributions were positive or negative.

- Using a digital copy of the original land grant, students should locate the lot(s) or encampment of the person they represented. They could then determine how the size and location might have affected their decision to stay or to leave this rural settlement.

- Throughout the workshop, students completed a diary entry outlining the steps, stages, trials and challenges in the development of the homestead. Now students should compare the diary entries from the different groups and discuss the following:
 - a) accuracy of the entries, similarities and differences
 - b) challenges handwriting presents to future readers
 - c) outline the usefulness of this document to historians 100 years in the future who want to know what students learned in 2013
 - d) determine who will ensure this document exists 100 years from now and the challenges to preserving this document for future generations