

EDUCATIONAL PROGRAM

ARVIDA HERITAGE CENTER



CENTRE D'HISTOIRE



ARVIDA

Arvida Heritage Center

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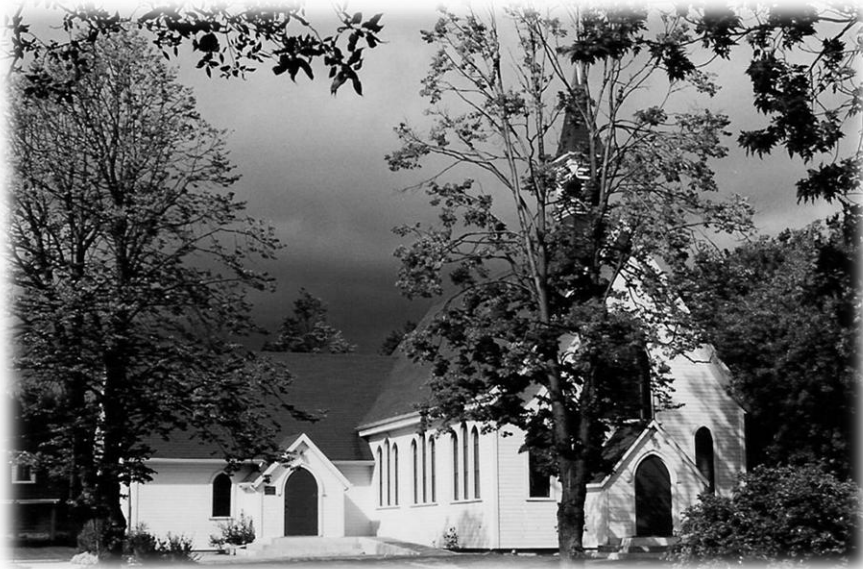
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Introducing the organisation



Since 1987, Sir William Price Heritage Centre's mission is to promote the historical, architectural, urbanistic and industrial heritage of the Jonquière borough of the City of Saguenay. From the beginning, SWPHC has been developing its expertise and has become a reference in the development of the heritage and the preservation of Jonquière's identity.

In 2016, following a request from the *Comité Organisateur pour la Reconnaissance Patrimoniale d'Arvida* (CORPA), the Sir William Price Heritage Centre has been in charge of putting forward Arvida's heritage. Through the steps to recognize the Arvida heritage, a museum component has been created, the Arvida Heritage Center. This new museum section purpose is to promote and represent local heritage, while sitting as a significant player in the process of recognizing the heritage of Arvida.

Virtual visit: Arvida, the Aluminum City

Since opening in 1987, the Sir William Price Heritage Centre (SWPHC) has presented various exhibitions. In particular, *The Life and Work of Sir William Price* was featured from 1997 to 2001, describing the Price family saga starting with the arrival of their ancestor in Quebec. In 2012, the museum changed its permanent exhibition. Named *Works on Paper, Portraits of Price Brothers Workers (1930-1960)*, the new exhibition relates the adventures of the thousands of employees who were the craftsmen of the empire of pulp and paper. A second exhibition, titled *From Faith to History*, portrays the history of the St. James the Apostle chapel.

In 2016, as part of Quebec's Digital Cultural Strategy, the SWPHC proposed to the Société des Musées du Québec (SMQ) the creation of a bilingual virtual exhibition showing the beginnings of the former company town built by Alcoa and Alcan.

Accordingly, in the winter of 2018, the SWPHC presented the largest digital project ever seen in Saguenay: *Arvida, the Aluminum City*. The virtual exhibition about the town of Arvida proposed by the SWPHC includes three major components: 1) a virtual tour, 2) a self-guided heritage tour that can be done on foot and/or by car, and 3) an educational program. The latter, consisting of two parts, one virtual and the other material, offers the interactives and immersives games that engages the player in the construction of the company town, as well as various activities that can be done in class or at home.



Educational Program

We are pleased to offer you eight activities adapted to each elementary cycle, that are linked to the virtual exhibition.

Our exhibition, which tells the history of the city of Arvida at its beginnings, allows the young and the not so young to immerse themselves in the construction of the Aluminum City through three parts: 1) a virtual visit, 2) a heritage tour, and 3) an educational program, both virtual and material.

Target audience:	primary
Minimum/Maximum:	1 to 30 students
Date/Duration:	variable, depending on the activity
Location:	school
Cost:	variable, depending on the material available

Additional information

The content of the activities is based on the competencies to be achieved at the primary level. The teacher has at his or her disposal all the material necessary for the activities. Free downloadable content is available on the virtual tour's website.

For information

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Virtual component

In the form of an interactive and immersive games for young and old alike, we offer the games where players will have to build the “Washington of the North” in phases. They become players in the construction of Arvida. This game will give players the impression that they are actually embarking on the construction of a company town and will allow them to understand the magnitude of such a project.

Surveying the land

Summary of the activity

This game, of the “search and find” type, leads the player to help the surveyor find his tools in order to go survey the future site of Arvida. During his search, the player learns more about the various tools of the time, while sharpening his sense of observation.

Target cycles

All cycles

Target competencies

Cross-curricular competencies

Competency 1: To use information

Competency 6: To use information and communication technologies

Social sciences

Competency 1: To understand the organisation of society in its locality

Game #1 : Surveying the land



Building the city

Summary of the activity

After surveying the land and laying out the streets, the company proceeds to build the city. The player is responsible for constructing a block of buildings. This “drag-and-drop” game allows players to place houses, buildings, trees and urban features on this block.

Target cycles

All cycles

Target competencies

Cross-curricular competencies

- | | |
|---------------|---|
| Competency 1: | To use information |
| Competency 2: | To solve problems |
| Competency 4: | To use creativity |
| Competency 6: | To use information and communication technologies |

Social sciences

- | | |
|---------------|---|
| Competency 1: | To understand the organisation of society in its locality |
|---------------|---|

Mathematics

- | | |
|---------------|--|
| Competency 2: | To reasoning mathematical concepts and processes |
|---------------|--|

Game #2 : Building the city



Preparing to promote the city

Summary of the activity

This game takes place in the engineer's office. Using archival drawings placed on the desk, the player must find the relevant information in order to calculate the areas of type A4 house model.

Target cycles

Cycles 2 and 3

Target competencies

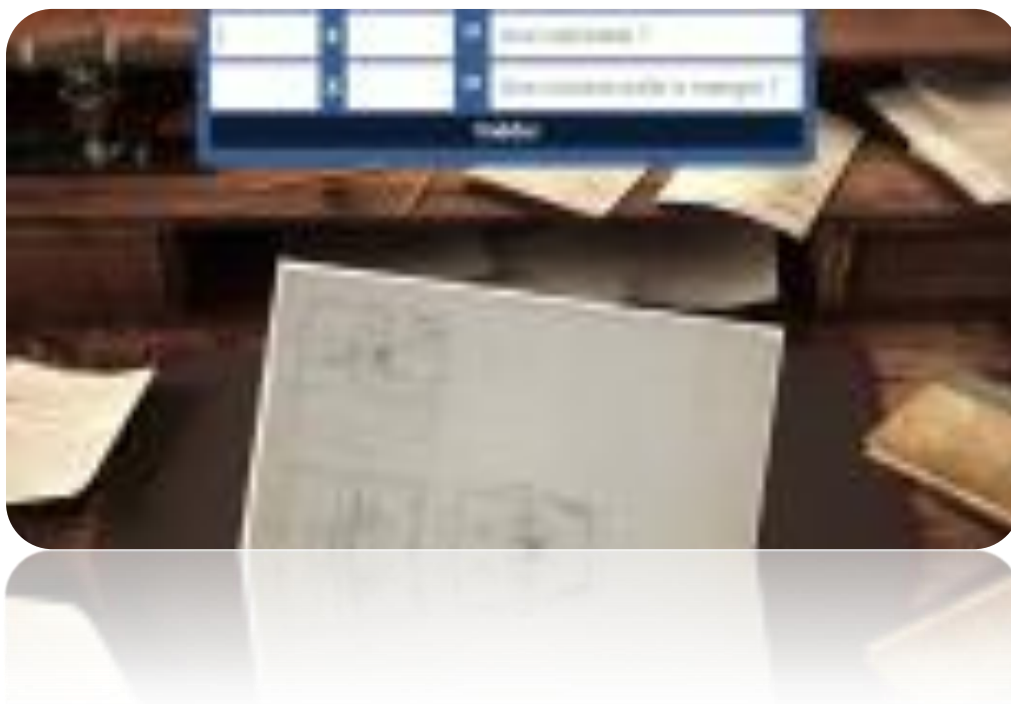
Cross-curricular competencies

Competency 1:	To use information
Competency 2:	To solve problems
Competency 4:	To use creativity
Competency 5:	To adopt effective work methods
Competency 6:	To use information and communication technologies

Mathematics

Competency 1:	To solve a situational problem related to mathematics
Competency 2:	To reason using mathematical concepts and techniques

Game #3 : Preparing to promote the city



Promoting the city

Summary of the activity

The game is in the form of a text with missing words. The player must write advertising texts in English in order to promote the city abroad and attract workers. He will have to praise the charms of Arvida. This game also takes place at the engineer's desk, but this time the player will have to complete texts using the archival documents. The words to be dragged to complete the sentences are placed at the bottom of the screen.

Target cycles

Cycles 2 and 3

Target competencies

Cross-curricular competencies

Competency 1:	To use information
Competency 3:	To use critical judgment
Competency 4:	To use creativity
Competency 6:	To use information and communication technologies
Competency 7:	To construct his or her identity

Social sciences

Competency 1:	To understand the organisation of society in its locality
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French

Competency 1:	To read various texts
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English

Competency 2:	To review one's understanding of read and heard texts
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Game #4 : Promoting the city



Material component

To enhance the children's experience, complementary activities can be done in the classroom or at home. Related to either the design of the city of Arvida, the aluminum industry or its cultural heritage, the activities allow young people to exercise their creativity while developing the various ministerial competencies.

Story time with Samuel Archibald

Summary of the activity

With inspiration from an excerpt from *Arvida*, a collection of short stories by Samuel Archibald, the children are invited to create a short story set in the early years of the city of Arvida. It is also possible for them to present their story to their classmates afterwards.

Target cycles

Cycles 2 and 3

Target competencies

Cross-curricular competencies

Competency 1:	To use information
Competency 3:	To use critical judgment
Competency 4:	To use creativity
Competency 7:	To construct his or her identity
Competency 8:	To cooperate with others
Competency 9:	To communicate appropriately

French

Competency 1:	To read various texts
Competency 2:	To write various texts
Competency 3:	To communicate orally
Competency 4:	To appreciate literary works

Procedure

1. Read or have students read the excerpt from Archibald's book that you have previously chosen;
2. Let the students create and write a short story, in teams or alone;
3. If desired, present the story to the rest of the group.

Required material

- *Arvida*, a collection of short stories by Samuel Archibald.



Engraving aluminum postcards

Summary of the activity

Students have the opportunity to let their imagination flourish by creating a unique engraving on the material that brought Arvida to existence: aluminum.

Target cycles

All cycles

Target competencies

Cross-curricular competencies

- | | |
|---------------|---------------------------------|
| Competency 1: | To use information |
| Competency 4: | To use creativity |
| Competency 5: | To adopt effective work methods |

Visual arts

- | | |
|---------------|--|
| Competency 1: | To produce individual works in the visual arts |
|---------------|--|

Procedure

1. Place a thick layer of newsprint on the front side of the postcard-sized piece of cardboard;
2. Cover the front of the postcard (the side with the newsprint) with aluminum foil. Use transparent tape to fasten the foil to the cardboard, making sure to leave space on the back to write a message. The newsprint under the aluminum will act as a padding, making it easier to engrave;
3. Using a pencil with a blunt point, engrave the foil. The student must engrave it gently so as not to pierce or tear the foil;
4. Once the engraving is completed, add a layer of India ink or paint. It is also possible to colour the engraving with a felt pen;
5. Before it dries, wipe off the excess ink or paint so that only the grooves are filled;

6. Complete the postcard by adding a personal message on the back.

Required material

- 4 "x 6" or 10 cm x 15 cm of thick cardboard
- Aluminum foil
- Newsprint
- Transparent tape
- Pencil with a blunt point
- Paint, India ink or felt pen.



Scientific experiment: the properties of aluminum

Summary of the activity

Aluminum has several properties and this experiment allows young people to familiarise themselves with the principle of static electricity and ion conduction.

Target cycles

Cycles 2 and 3

Target competencies

Cross-curricular competencies

Competency 1:	To use information
Competency 3:	To use critical judgment
Competency 4:	To use creativity
Competency 7:	To construct his or her identity
Competency 8:	To cooperate with others

Science and technology

Competency 1:	To propose explanations or solutions to scientific or technological problems
Competency 2:	To make the most of scientific and technological tools, objects and procedures

Procedure

1. Place a large sheet of aluminum foil on a table and secure it with tape;
2. Cut small pieces of aluminum foil and make small balls about 5 millimetres in diameter without compressing the foil. The balls should be small and light;
3. Inflate the balloon and charge it with static electricity by rubbing it on the wool for at least 30 seconds;

4. Place the aluminum balls on the sheet of foil. From above, bring the balloon close to the sheet of foil. The balls will pop up like popcorn.

* Explanation: Static electricity acts somewhat like a magnet. When the balloon is rubbed, it becomes charged with positive ions. This energy attempts to flow naturally. When the balloon overloaded with positive ions approaches the neutral aluminum balls, they are attracted by the difference between the negative and positive ions. Energy seeks to balance itself. In aluminum smelter potlines such as Alcan's, a similar phenomenon can be observed. However, the alumina particles remain attached to the anode, and are transformed into aluminum, which then settles at the bottom of the pot.

Required material

- Aluminium foil
- Balloon
- Wool (sweater, scarf, etc.)
- Adhesive tape.



Sheet music for *L'hymne d'Arvida*

Summary of the activity

The musical score for *L'hymne d'Arvida* is intended for music lovers, and is made available to young people to allow them to recreate the city's anthem. They can also use inspiration from the music to create a short play taking place during the early years of the city of Arvida.

Target cycle

Cycle 3

Target competencies

Cross-curricular competencies

- | | |
|---------------|----------------------------------|
| Competency 1: | To use information |
| Competency 4: | To use creativity |
| Competency 7: | To construct his or her identity |
| Competency 8: | To cooperate with others |
| Competency 9: | To communicate appropriately |

Music

- | | |
|---------------|---|
| Competency 2: | To interpret musical pieces |
| Competency 3: | To appreciate musical works, personal productions and those of classmates |

Drama

- | | |
|---------------|--|
| Competency 1: | To create short theatrical scenes |
| Competency 3: | To appreciate theatrical works, personal productions and those of classmates |

Procedure

1. On the virtual tour's website, download the free sheet music for *L'hymne d'Arvida*;
2. Help the students discover and learn the piece;
3. If desired, allow the students to create a short play inspired by the music.

* Interpretation can take many forms. It is possible to create the piece with the whole class or to form several teams and let the students create a small play inspired by the music. They will then be able to act in their own play and accompany themselves with music.

Required material

- Soprano flute
- Downloadable sheet music for *L'hymne d'Arvida*.

