



Instructions and explanations

1. The vast amounts of material contained in the *Canada Year Book* can be overwhelming. Do not get bogged down in details. Scan the tables looking for general trends and changes over the time periods that apply. Keep your focus on the information you need to use.
2. Use specific information to illustrate important points in the project.
3. Look for significant glitches in patterns you might see, and try to explain them.
4. Read written descriptions or summaries that accompany the tables of statistics in the year books that you examine. They often have helpful information.
5. Find pictures, create graphs and make copies of important tables from the *Canada Year Books* for your display. Each timeline must include at least one graph showing information about a particular mode of communication. Use diagrams, charts, designs and symbols to enhance your timeline project. Be creative. Use other sources you have found on relevant websites. Be sure to keep track of all references from all sources for your bibliography.
6. Keep in mind that frames of reference and information tracked by Statistics Canada have changed over time. Some classifications from earlier periods are no longer relevant or have been reclassified or integrated with other forms of communications (e.g., by 1967 'wireless' communication included radio, television and telephones).
7. To create your timeline, use the handouts, Group display layout and Rough diagram of layout of classroom display.
 - A. Divide a display board into three equal horizontal sections 30 cm wide. These will be cut later to make part of the classroom exhibit. The standard display board is 120 cm x 92 cm.
 - B. With a pencil and starting with the top third section, mark out 10 equal divisions of 36 cm each, ending at the bottom third section.
 - C. Using a pencil, lightly write on each mark the years by decade (1867, 1877, 1887, etc.) so that they can be erased later.
 - D. Each group's artist will mark out the decades and insert the years permanently on the display board.
8. Aim for accuracy when placing your charts, pictures and graphs into the timeline. Be sure to cite sources of information in your display—e.g., Statistics Canada: *Canada Year Book 1937*, page 333, Table XX.
9. Include a brief description or explanation with each item on your display.
10. Include a written conclusion as to how and why your particular mode of communication is significant in the development of Canadian society.
11. Develop an engaging oral presentation to share your findings with the class and enable them to learn about your mode of communications.
12. Work with students from other groups to set up your classroom display.
13. Be ready to listen to other oral presentations.