

# **St. Peter Dynevor Cemetery**

## **Student Activities**

### **Story 1: Chief Peguis**

- a) Identify Personally Significant People
- b) Research Chief Peguis
- c) Decide if Chief Peguis was Historically Significant
- d) Personal Timeline Identifying Significant Events
- e) Chief Peguis Timeline of Historically Significant Events

### **Story 2: Descendants of Chief Peguis**

- a) Family Trees
- b) Map of the cemetery
- c) Epitaphs
- d) A Memorial Silver Cross Mother
- e) Veteran Headstones

### **Story 3: The Nile Boatmen**

- a) Historical significance of the Nile Boatmen
- b) Identification of one Manitoba Boatman
- c) Canada and Egypt

## Story 1: Chief Peguis - Historical Significance



### **Pre-trip:**

Make a list of people you think are or were very important in your life. Decide which one you think is the most significant and explain, in any media, why you feel that way.

### **At the cemetery:**

Find all of the sources you can in the churchyard and cemetery that provide information about Chief Peguis. (Hint: west side of church). On the page below, jot down the information in quick notes.

### **In your classroom:**

Use your jot notes and other research sources to explain, in any media, why you think or do not think that Chief Peguis was historically significant.

## **Story 1. Chief Peguis – Historical Timeline**

### **Pre-trip:**

A timeline is an actual picture of events that happened in history. Think of when you were born, important events in your life and when they happened. Then create a timeline of your life.

### **At the Cemetery:**

As you read information about Chief Peguis' life on the plaques and marker jot down below the events you can find and the dates they occurred. Try to find at least 6 dates and events.

### **In your classroom:**

Using information from the cemetery and from your classroom research create a timeline, in any media, of Chief Peguis's life showing historically significant events.

## **Story 2: Descendants of Chief Peguis**

### **Amy Louise Clemons (nee Sinclair)**

#### **Pre-trip:**

Create your own family tree. Try to include at least 3 generations. You may need help from your parents to research this information.

Discuss what epitaph means.

#### **At the cemetery:**

Find the headstone of Peguis' great -great – granddaughter, Amy Clemons. Draw a simple map of the cemetery that includes at least the church, river, fences and her headstone. (Hint: south side of cemetery by the trees)

Sketch her headstone to show the information it contains.

#### **In your classroom:**

Create a good copy of the map. Draw the Amy Clemons headstone as the most important part of the map. Include a legend and a direction arrow. Was there an epitaph on Amy Clemons headstone? Based on what you have learned about Amy Clemons write an epitaph for her headstone.

## Story 2: Descendants of Chief Peguis

Mary Elizabeth Sinclair (nee Anderson)

### **Pre-trip:**

Amy's sister was Mary Elizabeth Anderson. She was buried at St. Clements Anglican Church Cemetery. Two of her sons, Vernon and John George died in WWII. Find her name and the names of her two sons, on the Chief Peguis Family Tree. Discuss what is meant by Mary being named a "Memorial Silver Cross Mother."

### **At the cemetery:**

Find the headstones in memory of Vernon and John James. Record what is written on each headstone. (Hint: West side of the church)

Look for other veteran headstones. Quickly sketch two veteran headstones that are designed differently.

### **In the classroom:**

Discuss what you saw on the veteran headstones. Create a Venn diagram to show what is different and the same on the two styles of veteran headstones

## **Story 3: The Nile Boatmen – Historical Significance**

### **Pre-trip:**

Discuss who the Nile Boatmen were and what they did that was historically significant. Locate Egypt on a map and trace the path they took with their boats.

### **At the cemetery:**

Find the three headstones for the Nile Boatmen. (Hint: they are together and are flat on the ground in the southern side of the cemetery) Jot down what you can read on each headstone.

### **In the classroom:**

Compare what you could read on the headstones with the list of Manitoba members of the Expedition. Is any boatman from the cemetery on the list? If so who? In any media, compare the trip of the boatmen to what that trip would be like today.

