



# GRADE 10 SOCIAL STUDIES UNIT THE AMAZING HERITAGE CHALLENGE

*Canada's Historic Places Initiative*  
*Grade 10 Unit Plan*



## UNIT OVERVIEW

In this unit students will identify buildings in their communities that they believe have significant heritage value. For each of their selections, students will include a photograph or sketch, a short description, and a statement saying why this selection is important to them. Students may need to venture into the community in order to complete this unit. This unit will take four or more lessons to complete.

## REQUIRED RESOURCES

- digital cameras and / or sketchbooks
- permission forms
- thank you letters

## LEARNING OUTCOMES

Completing this unit will help students to:

- analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts
- evaluate the influence of immigration on Canadian society from 1815 to 1914
- analyse the influence of the following on Canada's economy from 1815 to 1914:
  - resource development and decline
  - technological innovations
- describe the development of British Columbia's economy from 1815 to 1914
- analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914
- evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management
- develop a culture of conservation and an awareness of the importance of heritage and historic places



## LESSON 1: LEARNING ABOUT YOUR LOCAL HERITAGE

### Step One:

Explain to your students that their task is to research and document places in their community that they believe have important historical value. For each of these places students are to provide a photograph or sketch and a written description of the place, and why it is important.

Here is a suggested way to introduce the unit. Your community will undoubtedly have its own examples as well.

**Spring 2008**—One of the stories making headlines in Victoria recently is the demolition permit request from the owner of two 1890s derelict buildings in Old Town—The Morley Soda Factory and the Janion Hotel.

Why should anyone care what happens to these buildings? Well, apparently many Victorians do care! Here are some blog entries:

*“These two buildings are of vital importance to the integrity of Victoria’s Old Town and are of strong heritage significance.”*

*“This building is an irreplaceable architectural jewel.”*

*“See the heritage value! If you don’t have the vision and respect for heritage, that’s your personal loss. If city council can’t save these buildings, we are lost.”*

*“I’ve lived in Victoria for 4 years now, and have fallen in love with its history. I came from Calgary where development has destroyed many heritage buildings and growing up I never felt quite connected to the history of the big glass buildings all around me. When I moved to Victoria, everything changed. The buildings were unique, ornate, and from another lifetime. I had to know who lived there, who owned that, who the architect was, what did they make in that shop? I have never been so inspired by the real life stories that surround me in this historic city. I believe that the Janion building is historic, and quite beautiful. I believe that a building of its era, size, and appearance should be restored and adapted to support the cultural growth of our city.”*

*“I’ve started a Facebook group to encourage people to help preserve the buildings, so far the response has been outstanding:*

*<http://www.facebook.com/group.php?gid=27330507424>”*



Obviously, folks in Victoria feel strongly about these historic places in their town. In this unit we are asking you to think about the value of historic places in your community. We want you to tell us about the places you think have heritage value and why you value them. You and your friends may want to share your finished projects with your Mayor and Council and your City Planners.

### Step Two:

Introduce your students to the *Canada's Historic Places* Web site  
[http://www.historicplaces.ca/visit-visite/vis-index\\_e.aspx](http://www.historicplaces.ca/visit-visite/vis-index_e.aspx).

Explore some of the links on this page to discover featured historic places across Canada. From this page click on "The Canadian Register of Historic Places" and then "Search the Register". Guide your students on a tour of some places they might be familiar with already, such as Fort Langley and Barkerville.

Here are some tips on navigating the HPI site and explaining it to your students:

1. In the box labelled "Name", type **Barkerville** then select "Search". Open Barkerville from the Results list (it's the only entry).
2. Read the information on Barkerville closely. Identify value statements in the information, rather than the historic facts. While historical facts are important to recognize in the assessment of historic places, it is identifying the value of the place that makes it important for the purpose this lesson.

When you're finished, try another search. Perhaps search for records on your own town. You may not find them because your town may not have contributed records to HPI yet. (HPI says they are adding more places each week.)

Have a look as well at the *Virtual Exhibitions* or *People and Places*.

### Step Three:

Divide the students into groups of two or three. Provide each group with a copy of **Blackline Master 1: The Heritage Challenge**. Explain to the groups that they need to find examples of places in their community that match these categories.



#### Step Four:

Explain to the groups that their write-ups are to be similar to those on the HPI site. In other words, each write-up is to include:

- a one or two sentence description of the place (i.e., physical description, location).
- a statement of significance (i.e., why this place is important to you and / or your community). Is it valued as an important gathering place for people over several decades or generations? As a place that is valued because it reflects the spirit or personality of your town? Or as a place that reflects your community's ethnic diversity, immigration patterns, proximity to transportation routes, or its imposing architecture? There are lots of possibilities.
- a photo or drawing of the place, with an appropriate title or caption.

#### Step Five:

Distribute copies of **Blackline Master 2: Samples**. Review these with your students. Discuss how these samples address the criteria in Step Four.

#### Step Six:

Have each group brainstorm one place or object in the community for each category in Blackline Master 1. Instruct the groups to include brief notes about each choice (what they know about it already). If it's a building, this could be a physical description of what it's made of and where it's located, why they value it, what those values are, and what physical elements of the building are important to those values. Time permitting you might also have groups share their ideas with each other. This might help each group gather more information.



## LESSON 2: RESEARCHING YOUR HERITAGE

Have each group conduct initial research (at school) on its choices. Work in advance with the school librarian to identify some possible print resources. Your community museum and City Hall planner can provide inventories of historic buildings in your community. Web sites that could also be used include the following:

Canadian Historic Places Web site

<http://www.historicplaces.ca/visit-visite/recherche-search.aspx>

Hallmark Society, Victoria BC

<http://www.hallmarksociety.ca/>

BC Provincial Archives Web site

<http://www.bcarchives.gov.bc.ca/index.htm>

BC Heritage

<http://www.heritagebc.ca/homepage.htm>

Heritage Homes BC

<http://www.heritagehome.ca/resources/british-columbia/#asso>

There are other online sources specific to your community as well, such as the local museum, heritage centre, or tourist information bureau. Have groups use the Google search engine to find these and other sources of information.

## LESSON 3: RESEARCHING IN THE COMMUNITY

It is very likely that students will need to go out into the community to complete this assignment. If you do this as a class field trip you will need to decide in advance what the boundaries of the “research area” will be, when and where to meet, expectations for behaviour, and how to thank people who help you (e.g., museum curators, shopkeepers, homeowners).

Alternately, you could assign this as an out of class assignment. The same expectations for behaviour will apply but the groups are free to visit places beyond what would be possible in class time.



Groups may wish to divide the work amongst themselves, so they can each go somewhere different. This will help complete the assignment more quickly.

Each group can go to its chosen locations to photograph or sketch the historic place. They might choose to ask the people who live or work there what they think are the heritage values of place—if and why it is important to them. Alternatively the students could write the heritage value based on their own feelings and knowledge of the place.

## LESSON 4: PUTTING IT ALL TOGETHER

Provide students with copies of **Blackline Master 2: Samples**. These samples mimic the format the groups can follow to complete their own project.

Review each example carefully with your students, noting how the different required elements are included. Again, these include a description of the place, a statement of what makes it significant (either personally or for the community), and a visual of it (either a photograph or a sketch).

Note how some samples are more formal while others have a more personable, colloquial style. Students are free to choose either style for their own write-ups.

### Presentation Method

Groups may choose one of these presentation methods.

- Web pages, like on the Canadian Historic Places Web site
- A PowerPoint presentation
- A poster or posters (possibly one for each topic)
- A wiki

Provide your students with as much time as is necessary to complete this assignment.

### Marking

For marking instructions, see **Appendix 1: The Amazing Heritage Challenge Marking Rubric** at the end of this document.



# BLACKLINE MASTER 1:

## The Amazing Heritage Challenge

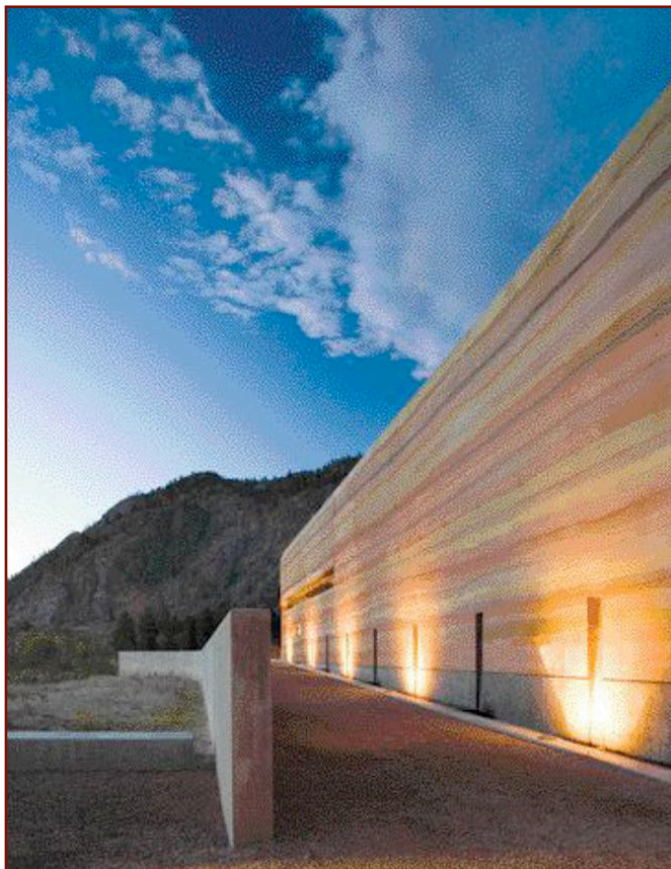
The CHALLENGE is to find one historic place for each of the following categories. Take a photograph or sketch it. Write a sentence that describes and locates it. Now—the hard part—tell us why it has heritage value to you. (Hint: use phrases such as ‘is valued because....’) Finally, write a few ‘character defining elements’, i.e., those parts of the place that, if lost, would destroy the value of the place. Ta da! You have written a Statement of Significance or ‘SOS’. A building made of materials from a past era, e.g., raw logs, glass, plaster, stone, or brick.

- A place made of materials from a past era, e.g., raw logs, glass, plaster, stone, or brick.
- A place located in a particular location because of its proximity to markets, natural resources, transportation route(s), etc.
- A place related to our dependence on early forms of transportation, e.g., railway, steamship, horse and buggy, tramway, electric streetcar.
- A place that reflects the importance of immigration to your community.
- A place that reflects your community’s ethnic diversity.
- A place of major employment for your community.
- A place that has played different economic or commercial roles in your community’s history.
- A place that reflects the importance of environmental management, sustainability, etc.
- A place that has been preserved and repurposed rather than knocked down.



## BLACKLINE MASTER 2: SAMPLES

### Sample 1: Nk'Mip Desert Cultural Centre, Osoyoos, B.C.



Located on the Osoyoos Indian Reserve, the Desert Centre and adjacent 1,600 acre desert conservation area preserves the largest intact remnant of the Great American Desert. The project is part of a larger economic development strategy for the Osoyoos band to create a new 200-acre resort destination. Special care was taken during the design process to draw one's attention to the desert landscape and away from encroaching development, and the rammed-earth wall expresses the colours of the Nk'Mip soil.

This wall forms the spine of the building, and also embodies the values of sustainability and diversity, which form a consistent stream through every part of the organization. The building is an exciting blend of contemporary design with traditional materials, which conveys a sense of past, present, and future.



# BLACKLINE MASTER 2: SAMPLES

## Sample 2: Point Ellice House, Victoria, B.C.



Point Ellice House is a rambling one storey Italianate set in restored Victorian gardens. It is located at 2616 Pleasant Street on the Gorge Waterfront in Victoria.

Point Ellice house, built in the early 1860s, is valued as a unique example in British Columbia of an originally furnished and outfitted Victorian era estate. In an area of industrial development, the house survives as a lone example of the type of residence that once made up one of Victoria's most fashionable neighbourhoods. I love Point Ellice House in the spring (for roses) and the summer (for herbs) and the fall (for the trees) and winter (for Christmas treats). But best of all is arriving by Harbour Ferry, strolling up the lawn and spending a slow sunny afternoon enjoying a Victorian High Tea and a game of croquet on the lawn. A visit inside the house is a trip back in time with wallpapered rooms full of artifacts such as the "King's Border" china setting in the Dining Room, the incredible candelabras in the Parlour and the painting of Point Ellice House done in the 1890s by Kathleen O'Reilly. Point Ellice House has been conserved as a time capsule; all of its contents were possessions of the O'Reilly family, who owned the house from 1867 until 1975. (Peter O'Reilly was a prominent official within the Colonial Government, holding many offices including Chief Gold Commissioner from 1862-1865.) With its historically accurate restored gardens and unique architectural style, Point Ellice House provides a rare glimpse at the lifestyle of Victoria's well-to-do during the Victorian era.

- Victorian gardens
- Italianate architectural massing, form and details
- Interior features and furnishings.
- Location on the Gorge waterway



# BLACKLINE MASTER 2: SAMPLES

## Sample 3: The Grist Mill, Keremeos, B.C.



The Grist Mill at Keremeos is a small acreage with a 2-storey log building, store, house, root cellar, and gardens. It was built in 1877 of hand-hewn logs on land owned by cattle rancher Barrington Price. The Grist Mill is located 2 kilometres east of the town of Keremeos, B.C.

The Grist Mill is valued as the last operating pioneer flour mill in B.C. and as a symbol of European agricultural settlement in the Okanagan. The mill encouraged wheat farming in the Similkameen Valley producing flour that, along with other goods was sold to locals and travelers on the historic Dewdney Trail.

### Character Defining Elements:

- The hand-hewn log construction of the buildings
- Features related to milling and the residency of Barrington Price
- The historic mill machinery
- Keremeos Creek and its surrounding topography



# APPENDIX 1:

## THE AMAZING HERITAGE CHALLENGE MARKING RUBRIC

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Givens: Make sure you have included all of the following:**

- Title page, name, date
- Title and caption for each image
- Clear descriptions (legible, correct spelling)

Aspect	Not Yet Within Expectations 1	Minimally Meets Expectations 2	Fully Meets Expectations 3	Exceeds Expectations 4
<b>Selections x 2</b>	Student or group has failed to justify why the selected places or objects are important. Little or no heritage value is apparent.	Selected places or objects have some heritage value, but a better effort was needed to emphasize that value.	Selected places or objects have definite heritage value and this has been well described.	Selected places or objects are well selected, i.e., are of legitimate heritage value and are very well described.
<b>Format x 1</b>	Doesn't follow the suggested format, i.e., the formal style modelled on the HPI web site or the informal style modelled in Blackline Master 2 Sample 2	Partially follows one of the suggested formats but one or more elements is missing or not clearly organized.	Follows one of the suggested formats with only slight deviations.	Follows one of the suggested formats with no deviations. Content is clearly organized and delineated.
<b>Visual Appeal x 1</b>	Final product is very messy and disorganized. Little effort was put into this.	Final product has some redeeming visual features but is lacking a clear and attractive look.	Final product is neat and attractive. Graphics are well chosen and complement the text.	Final product has a very professional look. Considerable time and effort was spent on the visual design.

Additional marking criteria will depend on the presentation method (e.g., Web site, PowerPoint presentation, poster, etc.)

