

LESSON PLAN: Cottonwood House

Grade Level: 5

Province/Territory: British Columbia

Time Allowance: 3 – 4 periods

Overview:

In this activity the students will examine the historical significance of roadhouses to the Cariboo Wagon Road constructed to provide access to the mines during the gold rush of the 1860s. Begun in 1861 at Yale, BC and continued through until 1865 when it finally reached Barkerville, the Cariboo Wagon Road established a pattern of settlement along the way. Although characteristics of roadhouses will be examined, the focus will be on Cottonwood House built in 1864/65. Students will also be asked to compare travelling the route in modern times to travelling the route in the 1800s. The students will then be asked to examine the concept of what has changed and what has stayed the same.

Aims:

Prescribed Learning Outcomes, British Columbia Ministry of Education

<http://www.bced.gov.bc.ca/irp/>

Grade 5: Social Studies	Grade 5: Language Arts
<p>Skills and Processes of Social Studies It is expected the student will:</p> <ul style="list-style-type: none">A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issuesA2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and CanadaA3 gather a body of information from a variety of primary and secondary sourcesA4 create a presentation on a selected topicA5 defend a position on a selected topicA6 implement a plan of action to address a selected school, community, or national problem or issue <p>Identity, Society, and Culture It is expected that students will:</p> <ul style="list-style-type: none">B1 describe the significance of key events and factors in the development of BC and Canada, including the fur trade the railroad the Fraser/Cariboo gold rushB2 assess why immigrants came to Canada, the individual challenges they faced, and their contributions to CanadaB3 describe the contributions of significant individuals to the development of Canada's identity <p>Economy and Technology</p> <ul style="list-style-type: none">D1 analyse the relationship between the economic development of communities and their available resourcesD2 analyse the development of transportation systems in BC and Canada <p>Human and Physical Environment It is expected that students will:</p> <ul style="list-style-type: none">E1 describe the major physical regions of Canada	<p>Oral Language (Speaking and Listening) It is expected that students will:</p> <ul style="list-style-type: none">A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by<ul style="list-style-type: none">– staying on topic in a focussed discussion– recounting experiences in a logical order– using an effective introduction and conclusion– using effective details, evidence, or examples to enhance meaning– explaining and supporting a viewpointA9 use speaking and listening to improve and extend thinking, by<ul style="list-style-type: none">– questioning and speculating– acquiring new ideas– analysing and evaluating ideas– developing explanations– considering alternative viewpoints– problem solving from magazines– newspapers– reference material– appropriate web sites– instructions and procedures <p>Reading and Viewing It is expected that students will:</p> <ul style="list-style-type: none">B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including<ul style="list-style-type: none">– non-fiction books– textbooks and other instructional materials– visual or graphic materials– reports and articles from magazines– newspapers– reference material– appropriate web sites– instructions and proceduresB6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including<ul style="list-style-type: none">– predicting

<p>E2 describe the location of natural resources within BC and Canada, including fish and marine resources forests minerals energy resources</p> <p>E3 explain why sustainability is important</p> <p>E4 analyse environmental effects of settlement in early BC and Canada</p>	<ul style="list-style-type: none"> - making connections - visualizing - asking and answering questions - making inferences and drawing conclusions - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively - determining the importance of ideas/events - summarizing and synthesizing <p>Writing and Representing It is expected that students will:</p> <p>C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> - clearly developed ideas by using interesting supporting details and explanations - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs - a voice demonstrating an appreciation of, and interest in, the topic - an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details <p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - analysing models of literature - accessing multiple sources of information - consulting reference materials - considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency - ongoing revising and editing <p>C7 select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - checking their work against established criteria - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> - developing explanations - expressing alternative opinions or perspectives - exploring new ideas (e.g., expressing an unfamiliar viewpoint)
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Grade 5: Fine Arts

<p>Visual Elements and Principles of Art and Design It is expected that students will:</p> <ul style="list-style-type: none"> • create images: - by applying the principles of art and design in various combinations - using the elements and principles to produce a variety of effects <p>Context It is expected that students will:</p> <ul style="list-style-type: none"> • create images: - that express personal identity - that reflect aspects of art from a variety of historical and cultural contexts • demonstrate the ability to collaborate to develop a group display for the school or community • demonstrate a willingness to select images from their collections for presentation 	<p>Materials, Technologies, and Processes It is expected that students will:</p> <ul style="list-style-type: none"> • select materials, tools, equipment, and processes to make images • demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes • use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner <p>Image-Development and Design Strategies It is expected that students will:</p> <ul style="list-style-type: none"> • draft ideas for images using feelings, observation, memory, and imagination • make 2-D and 3-D images: - using a variety of design strategies, including selection - in various styles - to communicate ideas - that engage more than one of the senses
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Resources:

Heritage House, (1987) *Cariboo Gold Rush*, Surrey, BC: Heritage House Publishing Company Ltd.

Ludditt, Fred (1980) *Barkerville Days*, Langley: Mr. Paperback.

Stangoe, Irene (1994) *Cariboo-Chilcotin, Pioneer People and Places*, Surrey, BC: Heritage House Publishing Company Ltd.

Wright, Richard Thomas (1998) *Barkerville, Williams Creek, Cariboo*, Williams Lake, BC: Winters Quarters Press.

<http://www.bcheritage.ca/cariboo/contents.htm>

<http://www.quesnelmuseum.ca/Cwood/cwh.htm>

<http://cariboogoldrush.csp.net/site/en/>

<http://bcheritage.ca/logbuildings.pdf>

http://www.historicplaces.ca/visit-visite/rep-reg_e.aspx

http://www.tca.gov.bc.ca/heritage/historic_sites/cottonwood.htm

<http://www.britishcolumbia.com/maps>

Background:

In the beginning, the roadhouses were merely places for the road crews to set up camp or they were farms and ranch houses already there. Others originated as way stations for the wagon trains where horses and oxen could be rested and fed. Some developed as large stopping houses or overnight inns for passengers travelling on the BX Stagecoaches and where the team of horses could be exchanged. Over time, there was a roadhouse established every 15 to 20 miles (30-40 km)

Cottonwood House was built in 1863 by John Ryder in partnership with Allen Smith. The roadhouse they erected that fall was described as being unfurnished and uncomfortable. Over the next decade the stopping house and ranch went through a number of changes, finally being sold to John Boyd in 1874 for \$5000. The Boyd family welcomed travellers and managed the site between 1874 and 1951. Besides offering accommodations and meals, the family operated a General Store across from the house. Here, the miners intending to spend time in the goldfields were able to obtain the necessary hardware and provisions they needed.

Cottonwood House is one of the few Cariboo roadhouses still standing. Since its purchase as a provincial historic site in 1963, it has been restored as an interpretive centre. Visiting the site is like stepping back in history, experiencing the feeling of what it was like in the time of the gold rush.

Preparations:

Teachers should be familiar with the Benchmarks of Historical Thinking (<http://www.histori.ca/benchmarks>) so that the strategies and language can be used throughout the lesson series.

A visual, projected map of the Cariboo Wagon Road route that could stand in the classroom for easy reference is advisable. This can be done by using the map shown on the Cariboo Gold Rush website at <http://bcheritage.ca/cariboo/wagonroa/wagon.htm> Using a convenient form of projection, either directly from the Website via projector or making an overhead projection image and then using the Overhead Projector; project the image on to a wall lined with two sheets of white Drug Paper (paper on roll), creating a wall display of approximately two bulletin boards standing upright next to each other.

Classroom Activities:

Part 1: The Cariboo Wagon Road

1. As an introduction, suggest to the students that the class will plan a road trip by automobile from Vancouver to Barkerville, BC. (Although you can plan a similar trip from your own community to Barkerville, it might have a greater impact to use the full extent of the Cariboo Wagon Road.)
2. Using their atlases or a projection of BC through Google Earth (<http://maps.google.com/>), determine the mileage between Vancouver and Barkerville and estimate how long the trip would take. This should be completed jointly as a class and the results charted. Record the suggestions students make on one piece of chart paper. Notably, the shortest route will be suggested and that is fine for this portion of the lesson.
3. Brainstorm what the trip would look like. Decide on the route to be taken and the stops to make. Why must one stop, what is needed? (hopefully the suggestions of food, lodging, fuel, etc. will come from the students) What would be the estimated time it would take to reach the destination given that you would travel 90 km/hour and an average of 8 hours in the day? Chart the suggestions.
4. Discuss and create the mind-set of the conditions when pioneers and miners made the trip to the Barkerville gold fields. How would they travel? Where could they stay? What would they do for food? How much ground could be covered if travelling by horseback, walking alongside a pack mule, or by BX Stagecoach? Given that on foot, it was possible to travel 15 mi/day (30km), determine how long it would take the miners and/or pioneers families travelling by horseback and wagon. Chart the responses and findings.
5. Draw the students' attention to the Cariboo Wagon Road map at <http://bcheritage.ca/cariboo/wagonroa/wagon.htm> , and discuss the location of the roadhouses shown. Discussion should focus on the need to have so many and the relevance of the distance between each.
6. Make a list of all the roadhouses listed (notice that there are a number of active links, some of which are roadhouse descriptions). Assign a roadhouse name to two students (or group of students), dividing the class evenly. Each group to read the write up on

each roadhouse and report their findings back to the whole class. As the particular characteristics of the roadhouses are learned about, a place card with its name could be placed on the wall map.

7. After the students have been given the opportunity to report their findings back to the whole group, an opportunity for discussion and closure to the lesson should be given. As a summary activity, a listing of the characteristics of a roadhouse could be made on a chart for easy reference.
8. Assignment (**Appendix A- How have things changed, how have things stayed the same**)
9. As a follow up to the Classroom Activity, students could go on line to play an adventure game on travelling to the Cariboo Goldrush or read historical accounts of such travels.
 - a. The Cariboo Goldrush Adventure Game: <http://cariboogoldrush.csp.net/site/en/>
 - b. The Pioneer Adventure Game: <http://www.cariboogoldrush.com/pioneer/index.html>
 - c. The Cariboo Goldrush Primary Sources:
<http://www.bcheritage.ca/cariboo/primary/index.html>

Part 2: Cottonwood House

1. If not familiar with the Cottonwood House, information can be obtained through http://www.tca.gov.bc.ca/heritage/historic_sites/cottonwood.htm or The Gold Rush Website at <http://www.bcheritage.ca/cariboo/wagonroa/cotton.htm> or through a search for "Cottonwood House" at the Canadian Register of Historic Places at <http://www.historicplaces.ca/visit/recherche-search.aspx>

Give students a copy of the photographs of Cottonwood House (**Appendix B**) or using a projected image of the photographs, ask students to identify some of the visual characteristics of the buildings (log) and site (farm/ranch, many outbuildings). Ask students to imagine and discuss what it might have been like to have built these buildings (where did the materials come from, what tools would have been used, where would the knowledge to build this way come from). Have students come up with suggestions as to what the buildings could be used for (stagecoach and mule/horse team overnight stabling, livestock, feeding and housing, farm/ranch machinery storage, crop storage, outhouses, root cellars, hotel for guest accommodation, family housing, store)

2. An introduction to the Boyd Family might prove worthwhile if the family has not been discussed prior to this point. Visit <http://www.quesnelmuseum.ca/Cwood/Isnboyd.htm> to be more familiar with the family. Their entrepreneurship led to running the Cottonwood House as a viable business venture.
3. Ledgers that the Boyd Family kept over the years are available at <http://www.quesnelmuseum.ca/Cwood/cwh.html> for the years 1886, 1887, 1888, 1889 and 1890.

4. Visit one of the ledgers and together as a class navigate the spreadsheet, noticing the column titles and the information contained within. Have class contribute to a list of items that one could learn about from studying the ledger sheets. For example:
 - Cost of lunch and supper
 - Cost of bed and breakfast
 - Cost of taking care of horse/mules
 - Items to be obtained at a roadhouse
 - Types of visitors
2. Divide the class into workable groups and assign one of the topics derived from the suggestions agreed upon previously. Have each group study the ledgers for each year, itemizing the costs for that particular item, or the frequency of particular visitors, making note of any particulars pertaining to the information. Did the costs increase over the years? Were there more Chinese visitors during one year than the next?
3. Conclusions on their findings to be presented to the class.
4. A follow-up activity would be to compare the costs of the 1880s of particular items to the cost of those same items today.

Appendix C (Item of Purchase comparison chart)

Part 3: Visiting Cottonwood House

1. Prior to visiting the site, it would be advisable to be familiar with the characteristics of the site by having completed the above exercises.
2. Make note of the house as compared to the road and the barn. Suggestions for the proximity.
3. Draw a map of the buildings and surrounding amenities. It is hoped that the students will make connections to how the out buildings, garden, water are all important components of a successful roadhouse location.

Assignment: Research Project the Cottonwood House Historic Site.

- Part A: Written research describing the buildings and their functions.
- Part B: Construct a 3-D model of the Site.

Extensions:

1. James Douglas, Governor of the Crown Colony of British Columbia, was responsible for opening up the province and creating trails and roads that the miners could travel by beyond Yale. James Douglas was able to accomplish this by building the Cariboo Wagon Road between 1856 and 1865. He introduced “tolls” to help pay for the construction. Compare the efficiency of tolls in the 1800s as compared to tolls placed on highways in the 21st century (for example, the Coquihalla).
2. Learn as much as you can of John Boyd and his family of ten children. What happened to them in their lifetime?
3. Create a picture gallery comparing accommodations then and now. What amenities are you offered when staying at a hotel now as compared to what was offered for your comfort back then?
4. Other topics to create a comparison with could include:
 - i. Entertainment
 - ii. Modes of transportation
 - iii. Parking lots then and now
 - iv. Food sources for accommodation venues

Activity Sheets:

1. Diary entry – criteria should be established with the class. Teacher to assess based on whether student has met the set criteria.
2. Appendix A – chart
3. Appendix B – Pictures
4. Appendix C – Items of Purchase Comparison Chart
5. Research Project and construction of a model of the Cottonwood House Homestead
6. Appendix D – Assessment Rubric

Assessment:

A research rubric has been included as an assessment tool. It is expected that the teacher will make the necessary changes to adapt it to their specific grade level and situation.

Appendix D: Rubric based on Curriculum Standards.

Appendix A

How have things changed how have they stayed the same?	
Then	Now
Accommodation:	Accommodation:
Food:	Food:
Fuel:	Fuel:
Other:	Other:
Reflections:	

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Appendix B

Cottonwood House Historic Site



Cottonwood Roadhouse & Store

Horse Barn

Double Barn



Cottonwood House Historic Site



Research Rubric

Student Name: _____

Topic: _____

Category	Proficient	Adequate	Approaching	Unsatisfactory	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	20
Organization	Inviting, engaging introduction; states main topic and previews the structure of the project. Details ordered appropriately and presentation keeps the interest of the reader. Clearly show how the ideas are connected. Strong conclusion that links back to objective with insight and originality.	Appropriate introduction; states main topic and previews structure, but lacks engaging qualities. Details in a logical order, but presentation may be standard. Ideas are connected but lack variety. Conclusion links back to objective, but may be more of a restatement.	Functional introduction, but does not adequately preview the structure of the project nor is it particularly inviting to the reader. Some details not in logical or expected order. Some effective transitions but other connections are fuzzy. Conclusion present but may be a direct restatement of objective.	No clear introduction of the topic/structure of the project. Many details are not in logical/expected order. There is little sense that the writing is organized. The transitions between ideas are unclear or non-existent. Conclusion missing, under-developed, or does not connect back to the objective statement.	30
Objective Statement	Objective statement names the topic of the project and outlines the main points to be discussed. Fits engagingly into the introduction.	Objective statement names the topic of the essay. Attempts engagement, but objective may sound slightly awkward in the introduction.	The objective statement outlines some or all of the main points to be discussed but does not name the topic. Or objective present but does not fit well into the introduction.	The objective statement does not name the topic AND does not preview what will be discussed. Or no objective statement evident at all.	5
Bibliography	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and are cited correctly.	Many sources are suspect (not credible) AND/OR not cited correctly.	5
Grammar, Spelling & Vocabulary	Author makes no errors in grammar or spelling that distracts the reader from the content. Precise and varied vocabulary.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content. Attempts varied vocabulary, generally accurate.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content. Simple vocabulary or frequent inaccuracies.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content. Overly simple or inaccurate vocabulary.	10
Creativity and Construction of 3-D Model	Student has chosen the correct medium to construct the model. Model represents the original site to scale and includes all outbuildings. Visually appealing.	Mediums chosen are satisfactory. Representation of site is good but model may have some components not constructed to scale. Some buildings may be missing.	Student has attempted to construct a replica of the Cottonwood House Historic Site but the model is not to scale and many buildings are missing. Visually not appealing.	Minimal effort shown in an attempt to construct a model and/or no model has been attempted.	20
Format	Correct Format, double spaced, 12 pt font.	Minor errors.	Multiple errors.	Incorrect format.	10

Comments:

/100