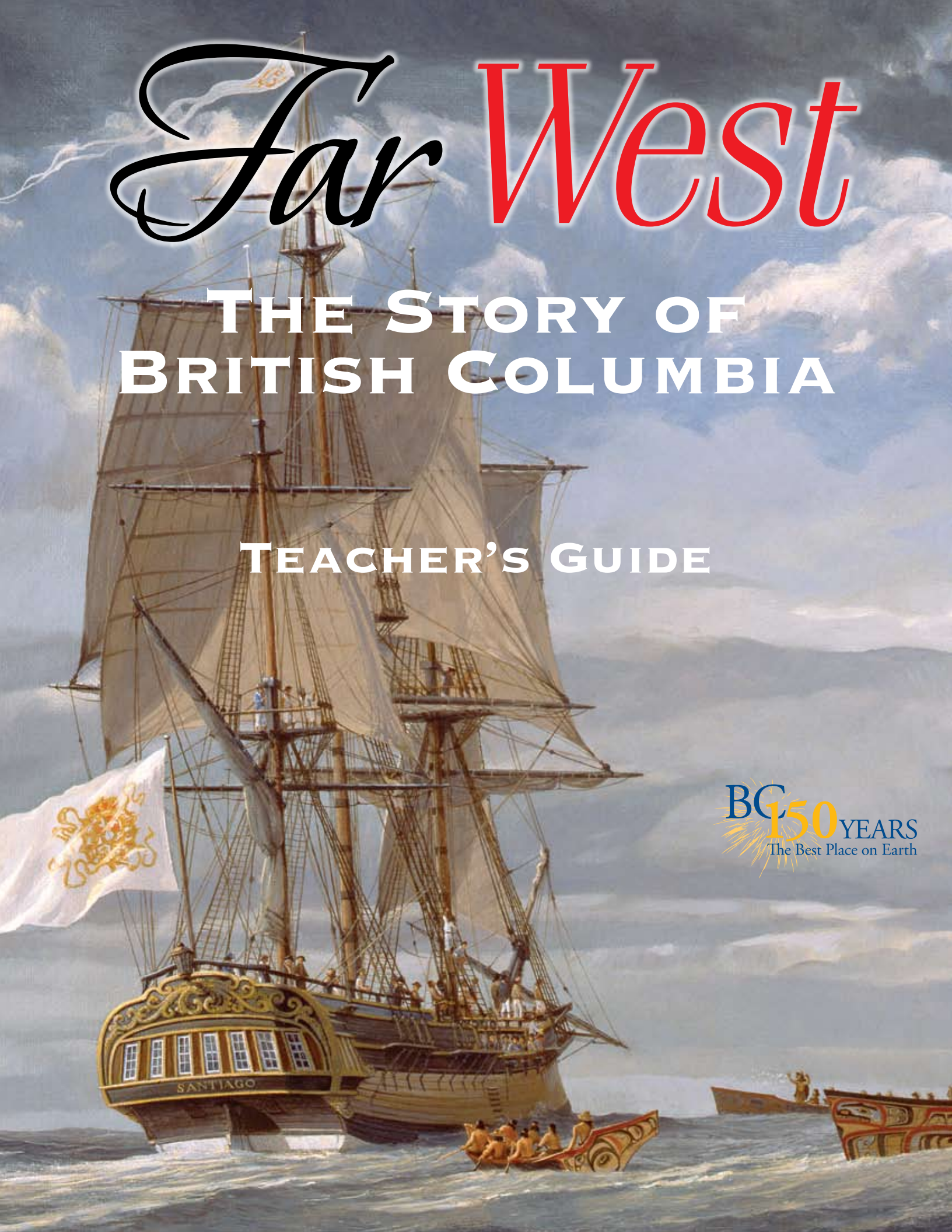


# *Far West*

## THE STORY OF BRITISH COLUMBIA

### TEACHER'S GUIDE

BC 150 YEARS  
The Best Place on Earth





# CONTENTS

Introduction .....	3
Chapter Overview .....	5
Chapter 1	
The Original People .....	7
The Potlatch .....	8
Chapter 2	
Major Routes to the Pacific .....	9
Furs...Furs...Furs .....	10
Building a Trading Fort .....	12
Chapter 3	
Mad Rush to Gold .....	13
Barkerville .....	14
The Overlanders of 1862 .....	15
Changes Brought by the Gold Rush .....	16
British Columbia Becomes a Colony .....	17
Chapter 4	
Railway Bridges .....	18
Confederation .....	19
The Last Spike .....	20
Chapter 5	
Our Richest Resources .....	21
What Is Economy Anyway? .....	22
Chapter 6	
The Lower Mainland vs. the Interior .....	23
Women and World War I .....	24
Chinatowns .....	25
Chapter 7	
Black Tuesday .....	26
The Alaska Highway .....	27
Chapter 8	
BC Boomtime .....	28
Residential Schools .....	29
Chapter 9	
The Knowledge and Service Industries .....	30
What Is in Your Kitchen? .....	31
People of BC .....	32
More Ideas for Student Follow-Up .....	33
Resources .....	35

## ACKNOWLEDGEMENTS

Funding for this teacher guide was provided by the British Columbia Ministry of Education and the Ministry of Tourism, Sport and the Arts. The guide was made possible through the support and contributions of Janine Hannis, Project Manager, Ministry of Education; Mary Campone, Writer; Andrea Webb and Werner Kaschel, Reviewers; and editing and design by Reber Creative. Thank you to Aboriginal Education branch staff Adam Barker and Victor Jim for their valuable contributions to sections on First Nations.

Cover: Perez in *Santiago* off Langara Island, 1744, by Gordon Miller.

Copyright 2008

A PDF version of this guide, as well as electronic access to *Far West: The Story of British Columbia* by Daniel Francis, is available on the Ministry of Education's Social Studies resource website: [www.bced.gov.bc.ca/irp/program\\_delivery/ss.htm](http://www.bced.gov.bc.ca/irp/program_delivery/ss.htm)

## INTRODUCTION

Under a Ministry of Education *BC150* initiative, each elementary and middle school in British Columbia is being presented with two copies of the book, *Far West: The Story of British Columbia*. This resource is also available in html format at [www.knowbc.com](http://www.knowbc.com), under Resources for Students and Teachers.

This **Teacher's Guide** has been developed to provide ideas on how teachers might use *Far West* in their classrooms.

The guide is not meant to be an intensive, chapter-by-chapter set of lesson plans. Instead, it contains two or more non-sequential activities based on each chapter. The activity instructions are written for the teacher, and often refer to page numbers in the book. The activities have been developed for Grades 4 through 9 inclusive.

Each activity includes an overall **Learning Objective**, and a sampling of relevant **Prescribed Learning Outcomes** in Social Studies, English Language Arts and Fine Arts for Grades 4 to 9. The **Suggested Procedure** for each activity can be adapted to fit individual classroom needs and the grade level.

The **Suggested Timeframe** is meant to be used only as a guideline, and teacher discretion will apply when considering the demographics of the class. Suggestions for **Assessment** are generalized and will often involve the teacher and students setting the criteria at the onset of any student activity to encourage students to develop ownership of their learning. When class discussions are suggested, formal assessment need not be used other than observing for class participation. References to the BC Ministry of Education *Integrated Resource Packages* and *Performance Standards* are often included.

The **Extensions** are suggestions for follow-up activities if the teacher so chooses. The **Additional Links and Resources** provide opportunities to explore further. Please refer to the **Resources** list in the back for tools and strategies for social studies teaching.

Many of the teaching strategies used within the activities are commonly used in the classroom and do not need explanation. One strategy used in particular is "Reading the Picture." *Far West* is full of illustrations and photographs with which to use this strategy.

### Reading the Picture

Draw two imaginary lines across a photograph to divide it horizontally into three equal segments. The bottom third is the foreground, the middle is the middleground and the top is the background. The focal point is the element of the picture that the teacher wants to draw attention to. Students are asked the following:

Describe what you see in the

- foreground
- middleground
- background
- focal point

Make inferences from something you see in the

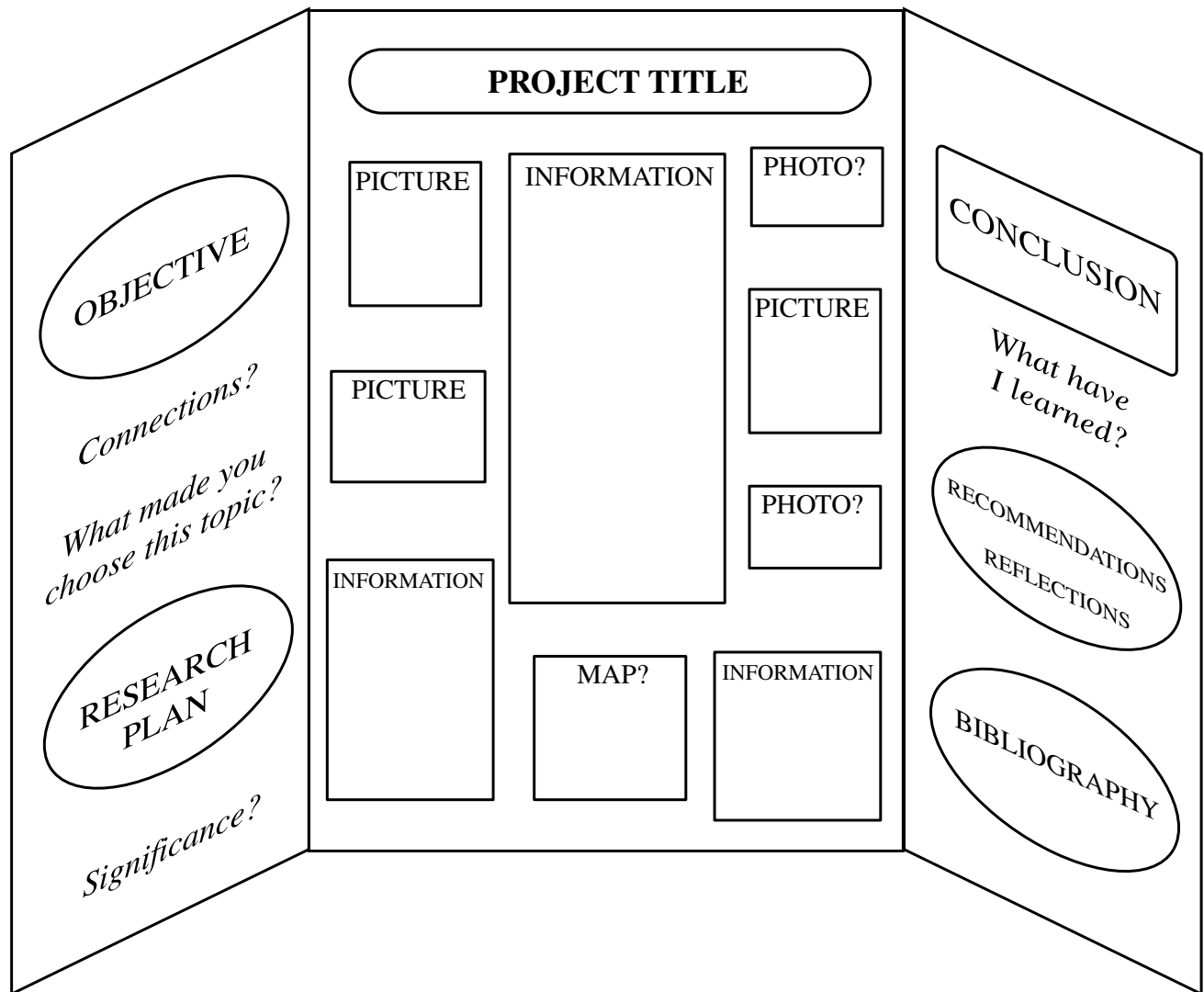
- foreground
- middleground
- background
- focal point

(from **We Are Canadians**, developed by the Social Program Evaluation Group, Queen's University for Historica)



Throughout the book the author, Daniel Francis, has highlighted interesting facts and supplementary material. One highlighted area is about interesting “**BC People.**” A list of the highlighted BC people is found in a separate activity. The teacher may wish to use this list for individual research projects.

Although timetables are set early in the year, it is hoped that teachers may be able to take one period during a week’s rotation to incorporate a component of study relating to the history of BC. Consider having a ‘History Fair’ or a ‘Heritage Fair’ or a ‘BC Expo’ (see [www.histori.ca](http://www.histori.ca) for ideas). Below is a sample project.



# CHAPTER OVERVIEW

Chapter in the book	Highlights of each chapter	Corresponding activities
Chapter 1: The Original People	<ul style="list-style-type: none"> <li>- People of the Coast/Interior</li> <li>- First Contact</li> <li>- Cultural Activities – Potlatch, Totem Poles, Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Original People</li> <li>▪ The Potlatch</li> </ul>
Chapter 2: The Arrival of the Fur Trader	<ul style="list-style-type: none"> <li>- Sea Otter and the Beaver</li> <li>- Explorers – Cook, Vancouver, Fraser, Thompson, Mackenzie</li> <li>- Hudson's Bay Company</li> <li>- North West Company</li> <li>- Aboriginal People and the Fur Trade</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major Routes to the Pacific</li> <li>▪ Furs...Furs...Furs</li> <li>▪ Building a Trading Fort</li> </ul>
Chapter 3: Gold Rush	<ul style="list-style-type: none"> <li>- Impact of an Influx of Prospectors</li> <li>- Cariboo Road</li> <li>- Barkerville</li> <li>- The Overlanders</li> <li>- Chinese Miners</li> <li>- Colony of British Columbia</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mad Rush to Gold</li> <li>▪ Barkerville</li> <li>▪ The Overlanders of 1862</li> <li>▪ Changes Brought by the Gold Rush</li> <li>▪ British Columbia Becomes a Colony</li> </ul>
Chapter 4: Joining Canada	<ul style="list-style-type: none"> <li>- Union of Colonies</li> <li>- Confederation</li> <li>- Border Dispute</li> <li>- Finding and Building a Route</li> <li>- Chinese Workers</li> <li>- Creation of Vancouver</li> <li>- The Last Spike</li> </ul>	<ul style="list-style-type: none"> <li>▪ Railway Bridges</li> <li>▪ Confederation</li> <li>▪ The Last Spike</li> </ul>
Chapter 5: Resources and the Economy	<ul style="list-style-type: none"> <li>- Fishing Industry</li> <li>- Mining Industry</li> <li>- Timber Industry</li> <li>- New Economy</li> <li>- Exporting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our Richest Resources</li> <li>▪ What Is Economy Anyway?</li> </ul>
Chapter 6: Growth and War	<ul style="list-style-type: none"> <li>- Economic Growth and Population Increase</li> <li>- Electric Streetcars</li> <li>- Vancouver and Victoria's Chinatowns</li> <li>- World War I</li> <li>- Deadly Influenza</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Lower Mainland vs. the Interior</li> <li>▪ Women and World War I</li> <li>▪ Chinatowns</li> </ul>
Chapter 7: Hard Times and War	<ul style="list-style-type: none"> <li>- The Great Depression</li> <li>- Cooperative Commonwealth Federation</li> <li>- Creating the Welfare State</li> <li>- World War II</li> <li>- Fishermen's Reserve</li> <li>- Treatment of the Japanese</li> </ul>	<ul style="list-style-type: none"> <li>▪ Black Tuesday</li> <li>▪ The Alaska Highway</li> </ul>

Chapter in the book	Highlights of each chapter	Corresponding activities
Chapter 8: Boom Times	<ul style="list-style-type: none"> <li>- Economic Expansion</li> <li>- Liberals, Conservatives, Social Credit</li> <li>- Pacific Great Eastern Railway</li> <li>- Resource Towns</li> <li>- Cultural Diversity</li> <li>- Aboriginal Peoples</li> <li>- Expo 86</li> </ul>	<ul style="list-style-type: none"> <li>▪ BC Boomtime</li> <li>▪ Residential Schools</li> </ul>
Chapter 9: Modern Times	<ul style="list-style-type: none"> <li>- Saving BC's Natural Resources</li> <li>- Farm Fishing</li> <li>- Making Treaties with the First Nations</li> <li>- Multicultural Society</li> <li>- New Economy</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Knowledge and Service Industries</li> <li>▪ What Is in Your Kitchen?</li> </ul>



# THE ORIGINAL PEOPLE

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Students will be given the opportunity to understand the diversity of British Columbia First Nations groups. Over 46 Aboriginal groups live in BC. They share some commonalities of culture but also have distinctive differences. Students will be able to identify, list and discuss these similarities and differences.

**Prescribed Learning Outcomes:** Grades 4 through 9



Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ distinguish characteristics of various Aboriginal cultures in BC ...</li> <li>▪ demonstrate understanding of the ways in which Aboriginal people interact with their environment</li> <li>▪ use maps and globes to locate ... Aboriginal groups studied</li> </ul>	<ul style="list-style-type: none"> <li>▪ use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</li> <li>▪ select and use strategies after reading and viewing to confirm and extend meaning, including ... making inferences and drawing conclusions ...</li> <li>▪ create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic ...</li> </ul>

## Suggested Procedure:

1. Using the map on page 14 in *Far West*, the teacher prepares either an overhead transparency or a typed list of all the Aboriginal groups represented. The teacher may decide how many groups listed in the “insert” portion to include.
2. Discuss with students that the objective of the activity is to find commonalities and differences among the groups. This will be accomplished by looking at variables such as food gathering, hunting practices, housing, clothing, the influence of the environment and cultural traits. More mature students may wish to expand the number of topics and include language differences.
3. Students either choose an Aboriginal group or the teacher assigns groups to students. Each student is responsible for doing an Internet search on the Aboriginal group. This activity would be best suited as a supervised computer lab activity or a research activity following the school policy for Internet use. The research could also be done using books.
4. Students present their findings in an oral presentation with key points written on strips of paper.
5. Key points could then be pinned or stapled to a wall map (made from a projection of the map on page 14 onto banner-size chart paper) according to the particular group’s territory.
6. As a closing activity, a chart could be created to keep a running record of the similarities and differences noted by the class as a whole.

**Suggested Timeframe:** Approximately three to four periods, depending on the demographics of the class and how long it takes each student to present his or her findings.

**Recommended Assessment:** Class and teacher to develop an oral presentation rubric.

### Extensions:

- The class visits the local museum and investigates the Aboriginal group common to your area of BC.
- Invite Elders to speak to the class to share their stories of growing up and how things have changed. Contact your district’s First Nations liaison to request a list of eligible/available speakers.

### Additional Links and Resources:

First Peoples’ Heritage, Language and Culture Council: [www.fphlcc.ca](http://www.fphlcc.ca)

*Photo: A young Nuu-chah-nulth girl at Alberni on Vancouver Island in 1910. Alberni Valley Museum, 3160*

# THE POTLATCH

**Grade Appropriate:** Grades 4 to 9, depending on the degree of analysis expected.

**Learning Objective:** For many Aboriginal groups in British Columbia, the potlatch is their most important ceremony and is considered the heart of the Aboriginal way of life. In 1884, the government outlawed the potlatch. Anyone taking part in the ceremonies was sent to jail. It is important to help students try to reason from the perspective of those in the past who were living in very different conditions and with different ideas than our own.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</li> <li>▪ identify the impact of Canadian governance on Aboriginal people’s rights</li> </ul>	<ul style="list-style-type: none"> <li>▪ using speaking and listening ... for the purposes of sharing and expressing ideas, viewpoints ...</li> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts ....</li> <li>▪ respond to selections they read or view, by expressing an opinion with supporting evidence ...</li> <li>▪ create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic ...</li> </ul>

**Suggested Procedure:**

1. After presenting Chapter 1 to students, focus on the section *The Potlatch* on pages 29 and 30.
2. Provide ample opportunity for students to respond to the concept presented and share their feelings. Possible questions could include: Why was the potlatch seen as evil? Why was the potlatch important to West Coast peoples? How did the potlatch play an important part in their oral traditions? This would be best suited for class discussion or the teacher may choose to have written feedback.
3. Meet with the Aboriginal Education Coordinator/Aboriginal District Principal to discuss holding a class or school potlatch, knowledgeable people in the Aboriginal community to contact, and any District protocols regarding the activity.
4. Have students prepare for the potlatch by accessing information through the BC Archives website ([www.royalbcmuseum.bc.ca/bcarchives/](http://www.royalbcmuseum.bc.ca/bcarchives/)) and other sources, looking for information that explains the potlatch, why potlatches are held, types of potlatches, and the process involved in holding a potlatch.
5. Hold a potlatch in the class or school with the assistance of a knowledgeable Aboriginal person.
6. Follow up with discussion (or written summaries) on how the potlatch went and what was learned from the activities and process. Students may want to record (video) the proceedings, first checking with the Aboriginal community that there is no protocol prohibiting it.

**Suggested Timeframe:** This will vary depending on the amount of prior knowledge students bring to the activity. Younger grades will need explanation of unfamiliar terms and concepts.

**Recommended Assessment:** At the onset of the activity, include the class in developing criteria for listening and being respectful when people are speaking, and explain oral tradition of First Nations People. Use assessment strategies for the follow-up discussion or written summaries as suggested in the BC Ministry of Education *Integrated Resource Packages*.

<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>▪ Students explore in more depth the effects and consequences Aboriginal people experienced as more and more outsiders arrived in British Columbia.</li> </ul>
--

<p><b>Additional Links and Resources:</b></p> <p><i>The Queen Charlotte Islands Readers:</i> <a href="http://www.pep.educ.ubc.ca/first.html">www.pep.educ.ubc.ca/first.html</a></p> <p>Movie: <i>Forbidden Dance: The Strict Law Bids Us Dance</i> (about Cramner’s 1921 potlatch on Village Island)</p>
--

# MAJOR ROUTES TO THE PACIFIC

**Grade Appropriate:** Grades 4 to 9. Geography Focus.

**Learning Objective:** By studying geographical and topographical maps (including aerial maps where possible) of British Columbia, students will come to understand the physical barriers that early explorers needed to overcome when determining which routes to follow. The three explorers mentioned in Chapter 2 are Simon Fraser, Alexander Mackenzie and David Thompson.

**Prescribed Learning Outcomes:** Grades 4 through 9



Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ describe how physical geography influenced patterns of settlement, trade, and exploration</li> <li>▪ analyse the development of transportation systems in BC ...</li> <li>▪ interpret graphs, tables, aerial photos, and various types of maps</li> </ul>	<ul style="list-style-type: none"> <li>▪ write a variety of clear, focussed informational writing for a range of purposes and audiences ...</li> <li>▪ use the features and conventions of language to express meaning in their writing and representing ...</li> <li>▪ use speaking and listening to interact with others ...</li> </ul>

## Suggested Procedure:

1. Using atlases, wall maps or electronically produced overheads, have students study and discuss the topographical regions of British Columbia.
2. While they listen to or read Chapter 2, have students visualize the difficult terrain navigated by the explorers. As a means of comparison it would be beneficial to include an activity where students find themselves surrounded by unfamiliar surroundings and determine the best way of getting home. A field trip of this sort may not be possible in many classroom settings so imagination will need to be called upon.
3. Using the map on page 43 of *Far West*, have the class compare the route the explorers eventually chose to a topographical map.
4. Brainstorm reasons that may have contributed to the choice of routes. Help students understand that the explorers used mountain passes and followed the river valleys.
5. Where possible, have students visit <http://earth.google.com> to find aerial views of BC to enhance the activity.

**Suggested Timeframe:** One to two periods, depending on the skill level of students in working with maps.

**Recommended Assessment:** Teacher's discretion required. The degree of involvement will be determined by the amount of pre-teaching required. Sample assessment models can be found in the Social Studies IRPs at [www.bced.gov.bc.ca/irp/irp\\_ss.htm](http://www.bced.gov.bc.ca/irp/irp_ss.htm).

### Extensions:

- Students identify the significance of selected place names in BC as mentioned in the chapter.
- Students compare the routes to a modern-day map and determine whether the routes influenced the settlement pattern of the province.

### Additional Links and Resources:

Google Earth: <http://earth.google.com>

# FURS ... FURS ... FURS

**Grade Appropriate:** Grades 4 to 9. Easily adaptable.

**Learning Objective:** Students are to research and create an exhibit in the classroom about the animals native to British Columbia that made a large contribution to the maritime fur trade from the 1780s to 1825 and the land-based fur trade from the 1820s to 1850.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ gather information from a variety of sources</li> <li>▪ create a presentation on a selected topic</li> <li>▪ describe the location of natural resources within BC ...</li> <li>▪ analyse environmental effects of settlement in early BC ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts ...</li> <li>▪ demonstrate comprehension of visual texts with specialized features ...</li> <li>▪ create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic ...</li> </ul>

**Suggested Procedure:**

1. The simplicity or complexity of this activity will depend on the teacher’s discretion. Displays can vary in size from using large construction paper to display information on classroom walls, to having the information and illustration displayed on three-sided display boards (see page 4 of this guide).
2. This could be a cooperative learning activity where groups of two to three students work jointly on one topic.
3. Once this activity is presented to the class either prior to (anticipatory set) or after reading Chapter 2 of *Far West*, students will need time to gather the information through various means, such as the school library or Internet research (following school policies and guidelines).
4. An activity sheet that students may use to assist in their documentation of the information needed is provided. The worksheet *Animals Native to BC and Their Use in the Fur Trade* can be used as an individual assignment brought back to contribute to the group activity team. It may also be turned in for assessment as part of students’ contribution to the group project.
5. Give students the opportunity to compile information together as a group and agree on its presentation.
6. Consider having groups give presentations to the class before their projects are set out for display.

**Suggested Timeframe:** Depending on student interest and dynamics, the teacher may consider taking from two to five periods to complete the activity.

**Recommended Assessment:** Assess students’ work in terms of research used, accuracy of information and presentation. Peer evaluations and self-evaluations are recommended. Older students should be assessed on the BC Writing Performance Standards for their grade level.

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ The class discusses the importance of “Grease Trails” and their contribution to the fur trade. Students explain how this early form of bartering and trading contributed to our country’s economic system as it is today.</li> <li>▪ Students explain the significance and role Aboriginal people played in the fur trade.</li> </ul>
--

<p><b>Additional Links and Resources:</b>  <i>Historical Atlas of Canada: From Beginning to 1800</i>, Harris &amp; Matthews (eds.), 1987                  Peace River Region History: <a href="http://www.calverley.ca">www.calverley.ca</a>                  BC Archives: <a href="http://www.bcarchives.gov.bc.ca">www.bcarchives.gov.bc.ca</a></p>
---

**Animals Native to BC and Their Use in the Fur Trade**

	<b>Areas of BC found</b>	<b>What furs were used for</b>	<b>Where furs were shipped and who used them</b>
Sea Otter			
Beaver			
Muskrat			
Fox			
Bear			
Other (e.g. eulachon, whale)			

# BUILDING A TRADING FORT

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** The initial concept of a trading post soon expanded to become a trading fort. Students are to recreate a model of a trading fort to demonstrate understanding of the layout and necessary accommodations within a fort by exploring online (or via a field trip visit) historic sites such as Fort Langley.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues</li> <li>▪ demonstrate knowledge of early European exploration of BC ...</li> <li>▪ create a presentation on a selected topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences ...</li> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ develop and make images ... that solve complex design problems, considering form and function (2-D and 3-D) ...</li> <li>▪ demonstrate cooperative effort to develop dramatic work</li> </ul>

**Suggested Procedure:**

1. Begin with a class discussion on what a trading post/fort should contain. After presenting Chapter 2 to students, have them discuss the hardships and/or needs of the explorers and inhabitants of their own area. What was traded? What commodities were needed? How was location a factor? Chart students’ ideas.
2. Have students plan the layout of a model trading fort.
3. Students could visit [www.pc.gc.ca/lhn-nhs/bc/langley/visit/visit6\\_e.asp](http://www.pc.gc.ca/lhn-nhs/bc/langley/visit/visit6_e.asp) to compare ideas of what kinds of buildings might be appropriate.
4. Have students use a variety of construction materials to construct the model (e.g. small cardboard boxes such as face soap or jewelry boxes, and/or geometric shapes folded and constructed to represent buildings). It is suggested that students use a recycled cardboard base of no more than 90cm by 120cm.
5. Have students present their models to the class, explaining their decisions regarding the location of the fort and the buildings inside. Students may take on the role of an inhabitant and present an oral explanation of what life was like in that time period as well as his or her role and responsibilities. Students could also present their forts to other classes. Display the forts in the library or classroom.

**Suggested Timeframe:** Teacher discretion required. This activity is meant to appeal to the student’s creativity and artistic talents to create a three-dimensional reconstruction (or close proximity) of a trading fort. The project would be a good cooperative group project or a classroom project. Time will be needed to gather materials and to construct and paint. Pre-activity planning may also take time, depending on the grade level.

**Recommended Assessment:** Set criteria for assessment with students. Depending on how the teacher sets up the project, assessment of students’ input may be based on the contribution made, participation in the activity, knowledge of the process based on a written explanation of why the layout was chosen, and on the oral presentation. See the Visual Arts suggested assessment strategies in Appendix D of the Fine Arts IRPs at [www.bced.gov.bc.ca/irp/irp\\_fa.htm](http://www.bced.gov.bc.ca/irp/irp_fa.htm).

**Extension:**

- Students explore, compare findings and analyse what happened to Fort Simpson, Fort Macleod, Fort St. James, Fort Fraser, Fort George, Fort Alexandria, Fort McLoughlin, Fort Rupert, Fort Victoria, Fort Kamloops and Fort Hope. Students could also take into account modern-day practices and make suggestions about what could be added to such a post and why.

**Additional Links and Resources:**  
*The Fort Langley Journals, 1827-30*, Morag Maclachlan (ed.), 1998  
*The Company on the Coast*, E. Blanche Norcross (ed.), 1983



# MAD RUSH TO GOLD

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Students will investigate the effects the unexpected number of people who arrived in 1858 had on Fort Victoria and the rest of British Columbia. Students are to determine the infrastructure within a community that was required to meet the needs of such an influx in population, and to realize that the rush of gold seekers led to the construction of roads, towns and forms of government.

**Prescribed Learning Outcomes:** Grades 4 through 9



Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ describe factors that affect settlement patterns and population distributions ...</li> <li>▪ apply critical thinking skills ...</li> <li>▪ implement a plan of action to address a ... problem or issue</li> <li>▪ compile a body of information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including ... making inferences and drawing conclusions</li> <li>▪ respond to selections they read or view, by ... expressing an opinion with supporting evidence ...</li> </ul>

## Suggested Procedure:

1. Have the class brainstorm their analysis of the quote from the Fast Fact on page 53 of *Far West*: “Only about 500 settlers and traders lived in Victoria before 30,000 prospectors and business people arrived.” What was needed to accommodate the influx of people (e.g. tools, accommodation, food, transportation)? Who helped create the infrastructure (e.g. engineers, planners, miners)? Chart students’ ideas.
2. Have students use the strategy “Reading the Picture” with the illustration and archival photos to assist in determining the above factors.
3. Read or present the selection on pages 53–58.
4. Make additions and changes to previously created brainstorm lists.
5. Create flow charts to determine cause and effect of the suggested events. This could be a class activity or an individual activity (for assessment purposes).

**Suggested Timeframe:** Teacher discretion required. The level of involvement will vary according to the grade level.

**Recommended Assessment:** Involve the class in determining the criteria for assessment. Use a self-assessment/teacher assessment organizer to determine the level of oral participation. Use the flow chart assignment as an assessment tool.

### Extensions:

- Students look at their own community and how it has changed in the last 100 years by accessing archival photos of the main street from their museum. How have things changed? How have they remained the same? Have the changes contributed to the community’s progress or contributed to the community’s decline? Use a comparison organizer to compare then and now.
- Discuss the contributions First Nations people made to the Gold Rush.
- Discuss the relevance of the word “bar” in many of the towns that sprang up along the Fraser River.

### Additional Links and Resources:

British Columbia Gold: [www.britishcolumbiagold.com](http://www.britishcolumbiagold.com)

Novel: *The Golden Rose*, Dayle Campbell Gaetz, 2003

Book: *British Columbia: 1847-1871 Gold & Colonists*, G.P.V. Akrigg & Helen Akrigg, 1977

*Photo: Wagons hauling supplies on the Cariboo Road high above the Fraser River. This stretch of the road was known as the Great Bluff. After passing over it, one traveller wrote, “no fence whatever and certain death to fall over the precipices into the river.” Image A-00350 courtesy of Royal BC Museum, BC Archives*

# BARKERVILLE

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Barkerville is referred to as the Capital of the Gold Rush. It was at its peak from 1862 to 1885, after which it virtually became a ghost town. By examining some of the historical events that occurred during that time, students are to determine what factors contributed to Barkerville’s decline.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</li> <li>▪ implement a plan of action to address a ... problem or issue</li> <li>▪ compile a body of information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts ....</li> <li>▪ select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including ... making inferences and drawing conclusions</li> <li>▪ use writing and representing to express personal responses and relevant opinions ...</li> </ul>

**Suggested Procedure:**

1. *Far West* touches on Barkerville quite briefly. Encourage students to seek other sources to obtain information on Barkerville, including visiting the website ([www.barkerville.ca](http://www.barkerville.ca)) or using/reading textbooks and library resources within the school.
2. Students are to take on the role of a prospector setting out for Barkerville. They are to write a letter home explaining the circumstance they find themselves in as they set out and arrive at Barkerville. They are then to write another letter five years from that time, and then again, five years later, and so on until they leave Barkerville for good. Students are to write a total of four letters, depicting the changes they have witnessed between 1862 and 1885.
3. Students will need to make themselves aware of a number of participants and events that played an important role during that time, including the development of Chinatown, Billy Barker, Judge Begbie, the fire of 1868, reconstruction, etc.
4. Before students set out to write their letters, it may be necessary to list and chart the events and conditions that existed. Illustrations should also be encouraged and could be displayed in chronological order.

**Suggested Timeframe:** The time needed will vary according to the amount of pre-teaching required. Younger students may need more direction and more time to assimilate the information than older students. Two to four periods are suggested.

**Recommended Assessment:** Evaluate the letters written using BC Performance Standards. The last letter written should identify major factors contributing to the decline of Barkerville.

<p><b>Extension:</b> Students consider the following:</p> <ul style="list-style-type: none"> <li>▪ How did Cottonwood House contribute to Barkerville’s existence?</li> <li>▪ What was it like to go to school in Barkerville’s schoolhouse?</li> <li>▪ Do active gold mines exist in BC today? (see <a href="http://www.britishcolumbiagold.com">www.britishcolumbiagold.com</a>)</li> </ul>
---

<p><b>Additional Links or Resources:</b> <a href="http://www.barkerville.ca">www.barkerville.ca</a>, with the option to purchase a Virtual Tour of Barkerville Children’s novels: <i>Moses, Me and Murder</i>, Anne Walsh, 1988 and <i>The Golden Rose</i>, Dayle Campbell Gaetz, 2003</p>
--

# THE OVERLANDERS OF 1862

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Prospectors and settlers who came from eastern Canada, crossing the Prairies and mountains, were known as Overlanders. None of the Overlanders ever struck it rich in the goldfields but their journey is worthy of note. Students are to recognize the hardships, determination and fulfillment these early citizens of our province experienced.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ assess why immigrants came to Canada, the individual challenges they faced and their contributions to Canada</li> <li>▪ apply critical thinking skills ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts ...</li> <li>▪ use writing and representing to extend thinking, by ... analysing the relationships in ideas and information ...</li> </ul>

## Suggested Procedure:

1. Set up the class either in the computer lab or in a classroom that has a computer with Internet access. Use the data projector to walk through William Hinds' Sketchbook of the Overlander's Trek to British Columbia ([www.collectionscanada.ca/hind/053601\\_e.htm](http://www.collectionscanada.ca/hind/053601_e.htm)).
2. Discuss findings as you go along, using the "Reading the Picture" strategy.
3. Do some extended readings through the links provided below, with students drawing inferences from pictures and illustrations as you go along.
4. Catherine Schubert is highlighted; discuss her story (see page 64). Further research on her story may be required for more in-depth conversation.
5. Have each student write a reflective journal entry ([www.unisanet.unisa.edu.au/learningconnection/student/learningAdvisors/journal.asp](http://www.unisanet.unisa.edu.au/learningconnection/student/learningAdvisors/journal.asp)) from the point of view of an Overlander settler. Based on the observations and discussions, entries should demonstrate an understanding of the hardships and successes that faced the settlers.

**Suggested Timeframe:** One period; more if interest holds and the novels mentioned below are used.

**Recommended Assessment:** Teacher discretion required. Journal entry to be assessed on content (number of events used based on class discussion, etc.) and presentation.

### Extension:

- Students compare and contrast the hardships faced by the Overlanders to the hardships one might face moving to a new country or region today. How have things changed and how have they stayed the same?

### Additional Links and Resources:

Novel: *Overland to Cariboo*, Priscilla Galloway, 2003

Novel: *The Trek of the Overlanders*, Irene Scott, 1968

Social Studies resources for teachers: [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com) and [www.access.ca](http://www.access.ca) (Overlanders of 1862 – Youth Edition)

# CHANGES BROUGHT BY THE GOLD RUSH

**Grade Appropriate:** Grades 5 to 9

**Learning Objective:** It is stated in *Far West* (page 67) that “the gold rush changed British Columbia forever.” Students are to examine how the gold rush changed primary, secondary and tertiary industry in British Columbia during this time period.

**Prescribed Learning Outcomes:** Grades 5 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ analyse the relationship between the economic development of communities and their available resources</li> <li>▪ describe the significance of key events and factors in the development of BC ... including ... the Fraser/Cariboo gold rush</li> <li>▪ compile a body of information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts ....</li> <li>▪ create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic ...</li> <li>▪ create images ... in response to historical and contemporary images and issues</li> </ul>

### Suggested Procedure:

1. Depending on the size of the class, divide students into groups of three or four and assign each group one of the three industry categories (primary, secondary or tertiary).
2. Using chart paper, have students define the category they are working on and state examples of that particular type of industry.
3. Students then brainstorm ideas of what changes occurred during the gold rush in their assigned category.
4. Have students share with the whole class. Compare ideas and collaborate on a common chart.
5. Have all groups working on primary industry join to design and represent their findings on a wall mural, with all groups working on secondary and tertiary industries doing the same. Alternatively, all groups could come together to create one large mural representing all three sectors.

**Suggested Timeframe:** Four to five periods depending on the age of the students and their ability to work independently.

**Recommended Assessment:** See the suggested assessment strategies in Appendix D of the Fine Arts IRPs at [www.bced.gov.bc.ca/irp/irp\\_fa.htm](http://www.bced.gov.bc.ca/irp/irp_fa.htm).

### Extensions:

- Students discuss how the community or one nearby has been affected by the Gold Rush.
- Students analyse and describe these changes from the First Nations group’s perspective.

### Additional Links and Resources:

Dr. Jean Barman, VHS videos on BC History

# BRITISH COLUMBIA BECOMES A COLONY

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** One hundred and fifty years have passed since British Columbia was founded as a Crown colony. Students are to identify the factors that lead to this event and recognize some of the key people that played important roles, such as Governor Douglas and the Royal Engineers.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ demonstrate knowledge of early European exploration of BC ...</li> <li>▪ describe the significance of key events and factors in the development of BC ...</li> <li>▪ describe factors that affect settlement patterns and population distribution ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information, by ... generating questions ...</li> <li>▪ use writing and representing to extend thinking ...</li> <li>▪ write clear, focused personal writing for a range of purposes and audiences ...</li> <li>▪ demonstrate comprehension of visual texts with specialized features and complex ideas ...</li> </ul>

## Suggested Procedure:

1. The entry on page 66 of *Far West* describing the ‘creation of a colony’ is brief. Using the link below, ask students to expand their knowledge base by reading other sources of information. The teacher could pre-print extra information or bring in the Encyclopedia of BC.
2. Have students determine the roles played by the Royal Engineers, Judge Matthew Begbie and Governor James Douglas.
3. Have students explore the concept of British Rule and that the province was a part of the British Empire. The laws of Queen Victoria’s Britain were imposed on British Columbia. Students may want to explore colonization and what it meant for colonized people around the world.
4. Have students create a set of interview questions they would ask if they were newspaper reporters at that time.
5. Then have them role play the scenarios of interviewer and interviewee with a partner, and then reverse the roles. Answers will be based on their individual findings. Students should understand that when they assume the perspective or role of another person, they should try to represent that person’s feelings, opinions and attitudes as accurately as possible.

**Suggested Timeframe:** Two class periods, depending on the degree of pre-teaching required in the younger grades.

**Recommended Assessment:** To be determined by class and teacher. Set the criteria together at the beginning of the activity so expectations are clear. Use a 5-4-3-2-1 rating scale for each criteria set for both research and interviewing techniques.

### Extensions:

- Students compare the way Aboriginal groups governed themselves with the European method of rules, laws and government. Could decisions have been made differently? Was this possible given the context in which they were initially made?
- Students explore the concept of “bride ships” and marriage based on convenience and necessity. Is this practice welcomed in our society today? What is their opinion of the cultural groups that continue to practise this concept?

### Additional Links and Resources:

Collections Canada: [www.collectionscanada.ca/confederation/023001-2185-e.html#a](http://www.collectionscanada.ca/confederation/023001-2185-e.html#a)  
*Canada: Building Our Nation*, Daniel C.G. Conner, 1985 (out of print)  
*Encyclopedia of British Columbia*, Daniel Francis, 2000



# RAILWAY BRIDGES

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** The construction of the Canadian Pacific Railway was one of the biggest accomplishments that helped unite Canada. It was an expensive endeavour due to the many mountains and canyons that had to be traversed. Bridges were a necessity in British Columbia. Students are to research and build either a trestle or cantilever bridge.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ analyse the development of transportation systems in BC ...</li> <li>▪ assess the role of geographical factors in the development of trade and settlement in Canada and other colonies</li> </ul>	<ul style="list-style-type: none"> <li>▪ create meaningful visual representations ... that communicate personal response, information, and ideas relevant to the topic, ...</li> <li>▪ make 2-D and 3-D images using a variety of sources, ... that solve complex design problems, considering form and function, ...</li> <li>▪ demonstrate the ability to collaborate to develop a group display ...</li> </ul>

**Suggested Procedure:**

1. Have students research information on the construction of a trestle or cantilever bridge. They may wish to do a Google search (e.g. check [www.all-model-railroading.co.uk/amr/chapter10.htm](http://www.all-model-railroading.co.uk/amr/chapter10.htm)) or use library books on bridge construction. The photographs on pages 79 and 85 of *Far West* may also be helpful.
2. Working in pairs, have students decide on a plan to build either a trestle bridge or a cantilever bridge as used in the construction of the CPR.
3. Due to the labour intensive nature of this project, have students work at home if possible. If this is not possible, class time will be required.
4. Students are to write a summary about the difficulties they encounter in the construction of the model bridge.
5. Set aside a time for the viewing of projects. Have students share the challenges they encountered constructing the model bridges.
6. Chart suggestions comparing their difficulties with those of Andrew Onderdonk and his crews.
7. Have a load-bearing contest to see how much the structures can hold.

**Suggested Timeframe:** Five class periods. Obtaining materials may be problematic unless supplied by the teacher or purchased by the student. Balsam wood, toothpicks or popsicle sticks will suffice.

**Recommended Assessment:** Criteria to be determined by teacher and students at the beginning of the project. An assessment sheet can be set up resembling the one on page D-82 of the Fine Arts IRP at [www.bced.gov.bc.ca/irp/fak7.pdf](http://www.bced.gov.bc.ca/irp/fak7.pdf).

**Extension:**

- Students explore the obstacles that had to be overcome in order to complete the railroad as intended, especially considering the nature of the terrain, the number of bridges and tunnels that had to be built, etc.

**Additional Links and Resources:**

Canadian Pacific Railway: [www.cpr.ca](http://www.cpr.ca) (go to General Public section to find history piece)

*Photo: The Canadian Pacific Railway, completed in 1885, connected British Columbia to the rest of Canada beyond the mountains. City of Vancouver Archives, LGN638. Photo by Norman Capel.*



# CONFEDERATION

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** British Columbia had to make an important decision: whether to join the rest of Canada or join the United States. Students are to explore the factors that had an impact on the decision making, and the role the Confederation League played in this decision.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ 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 rush</li> <li>▪ apply critical thinking skills ...</li> <li>▪ implement a plan of action to address a ... problem or issue</li> <li>▪ defend a position on a selected topic</li> <li>▪ demonstrate knowledge of how Confederation formed Canada as a nation</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ read and view to improve and extend thinking, by analysing texts and developing explanations ...</li> <li>▪ write ... focussed informational writing for a range of purposes and audiences ...</li> <li>▪ use writing and representing to extend thinking ...</li> <li>▪ use speaking to explore, express, and present a range of ideas ...</li> </ul>

## Suggested Procedure:

1. Teachers may wish to visit [www.collectionscanada.ca/confederation//023001-2185-e.html#a](http://www.collectionscanada.ca/confederation//023001-2185-e.html#a) and read through the section “for teachers” for tools (student activity sheets) to use while exploring this topic.
2. Have students create a T-chart with a column that supports Confederation and a column that opposes Confederation. Read or present pages 69 to 74 of Chapter 4 to the class.
3. Adapting some of the suggestions mentioned on Handout 5 found at the site above, have half the students write a speech supporting Confederation and the other half opposing Confederation. Students may work in pairs (one writing for, one writing against Confederation). Students could take on the roles of notable BC politicians or citizens.
4. Have students present their speeches to the class. Presentations should not be longer than two minutes. Alternatively, the speeches could be presented as a debate.

**Suggested Timeframe:** Two to three class periods, depending on the length of each presentation.

**Recommended Assessment:** Student/teacher-created criteria on both research and oral presentations. The opportunity should be given for self- and peer assessment as well as teacher assessment.

### Extension:

- Students defend the statement that British Columbia was “the spoiled child of Confederation.” They speculate on the outcome of the decision to join Confederation if all the inhabitants of British Columbia, instead of only the white settlers, had been allowed to vote. Students consider BC’s demands prior to entering Confederation.

### Additional Links and Resources:

National Library of Canada’s Confederation for Kids: [www.nlc-bnc.ca/confederation/kids/](http://www.nlc-bnc.ca/confederation/kids/)

Early Canadiana Online: Canada in the Making: [www.canadiana.org](http://www.canadiana.org)

Collections Canada: [www.collectionscanada.ca/confederation](http://www.collectionscanada.ca/confederation)

*Canada: Building Our Nation*, Daniel C.G. Conner, 1985 (out of print)

*Encyclopedia of British Columbia*, Daniel Francis, 2000

# THE LAST SPIKE

**Grade Appropriate:** Grades 5 to 9

**Learning Objective:** The two teams of railway builders, those building east to west and those building west to east, met at Craigellachie, BC on November 7, 1885 in a ceremony called The Last Spike. By using the “stepping into history” strategy as described below, students are to re-enact the event, taking on the roles of the prominent figures as shown in the photograph on page 84. This will enable students to examine the event from the perspectives of the different key players.

**Prescribed Learning Outcomes:** Grades 5 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ defend a position on a contemporary or historical issue</li> <li>▪ gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources</li> <li>▪ analyse the development of transportation systems in BC ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts ...</li> <li>▪ use speaking and listening to interact with others for the purpose of ... sharing ideas and opinions ...</li> <li>▪ demonstrate cooperative effort to develop dramatic work</li> <li>▪ establish criteria to critique dramatic work</li> </ul>

**Suggested Procedure:**

1. Visit [www.histori.ca/prodev/lp.do?id=10869](http://www.histori.ca/prodev/lp.do?id=10869) ahead of time to read through the 5W model of the “stepping into history” strategy that has been presented at a number of Teachers’ Institutes sponsored by Historica.
2. Depending on computer availability, link to or have students link to the Stepping into History page ([www.histori.ca/prodev/lp.do?id=10086#attachments](http://www.histori.ca/prodev/lp.do?id=10086#attachments)) to bring up a photograph similar to that shown on page 84.
3. The photograph has a number of highlighted characters. By moving the cursor onto the highlighted image, the character in the photograph is identified. Clicking on the highlighted image provides the reader with important information about that person. Although printing the information directly is not possible, highlighting and copying the information to a Word document is.
4. Proceed with the activity as outlined at the site mentioned above.
5. Providing students with a top hat, cap or vest helps them get into character and they may have a great deal of fun re-enacting the scene.

**Suggested Timeframe:** Two to four class periods, depending on the age group. The information may need to be rewritten for younger students and then used as a Reader’s Theatre activity.

**Recommended Assessment:** Reflective journal writing. Criteria to be determined jointly between students and teacher.

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ The Chinese workers played an important part in the building of the railroad. Students consider some of the reasons why they are excluded from the picture and who else is missing.</li> <li>▪ Students create a Heritage Minute based on the presentations.</li> </ul>
--

<p><b>Additional Links and Resources:</b> <i>The Last Spike: The Great Railway 1881-1885</i>, Pierre Berton, 1971</p>
---

# OUR RICHEST RESOURCES

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** The foundation of British Columbia's wealth was built on three main resources: fish, timber and minerals. By examining these three primary resources, students will come to understand the role they played in British Columbia's development between 1881 and 1921.

**Prescribed Learning Outcomes:** Grades 4 through 9



Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ analyse the relationship between the economic development of communities and their available resources</li> <li>▪ describe the location of natural resources within BC ...</li> <li>▪ explain why sustainability is important</li> <li>▪ analyse environmental effects of settlement in early BC ...</li> <li>▪ describe factors that affect settlement patterns ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information, by summarizing main ideas and supporting details, generating questions, visualizing and sharing, identifying opinions or viewpoints, ...</li> <li>▪ write a variety of clear, focussed personal writing for a range of purposes and audiences ...</li> </ul>

## Suggested Procedure:

1. Divide the class into three groups. Assign one group “fish,” the other “timber” and the third group “minerals.”
2. Read or present Chapter 5 to the class. Each group is responsible for noting the key elements pertaining to their particular resource. What factors contributed to the expansion and use of the resource? What changes did the development of the resource bring about?
3. Each of the three resource groups are then to divide further (there will now be six groups) with half the group focussing on the advantages that development of the resource brought to BC, while the other half examines the disadvantages development of that resource had on BC.
4. Sub groups are then to unite with their original group and decide on a method of presentation (e.g. posters, speeches, dramatic roles, computer presentations) to convince the rest of the class that their resource is the most important to the development of the province.

**Suggested Timeframe:** Teacher discretion required. This will vary according to the age of the students involved and the degree to which the concept is developed. Teachers of younger students may want to close the activity by sharing the key points after the reading.

**Recommended Assessment:** To be determined by class and teacher at the beginning of the activity. Should include components that reflect listening skills, group participation and oral presentation.

## Extensions:

- Water is rapidly becoming our most valued resource. Discuss the nature of this phenomenon and ways to prevent in BC what has happened in some of the states in the US.
- Students examine the need for this generation to develop methods of sustainability to ensure the existence of these valued natural resources in the future.
- Students examine the current issue of pine beetle devastation and the forestry industry.

## Additional Links and Resources:

Novel: *Trapped by Coal*, Constance Horne, 1994

British Columbia Gold: [www.britishcolumbiagold.com](http://www.britishcolumbiagold.com)

BC Heritage Digital Collections: <http://bcheritage.ca/pacificfisheries/>

David Suzuki Foundation: [www.davidsuzuki.org/Forests/Canada/BC](http://www.davidsuzuki.org/Forests/Canada/BC)

*Photo: In the forests of British Columbia, trees grow as tall as 30-storey buildings. It took the early loggers many hours of hard work with axes and hand saws to chop one down, as in this photograph taken by Mattie Gunterman in the 1890s. Vancouver Public Library, VPL 1803*

# WHAT IS ECONOMY ANYWAY?

**Grade Appropriate:** Grades 5 to 9

**Learning Objective:** Between 1881 and 1921, the population of British Columbia increased by over ten times as it entered the modern industrial era (page 103). By examining the concepts of primary, secondary and tertiary industry, students will come to understand the growth in the economy that occurred during these years.

**Prescribed Learning Outcomes:** Grades 5 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ analyse the relationship between the economic development of communities and their available resources</li> <li>▪ explain why sustainability is important</li> <li>▪ analyse environmental effects of settlement in early BC ...</li> <li>▪ describe factors that affect settlement patterns ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ select and use strategies ... making inferences and drawing conclusions ...</li> <li>▪ select and use strategies ... to develop understanding of text, including ... accessing prior knowledge to make connections ...</li> <li>▪ demonstrate cooperative effort to develop dramatic work</li> <li>▪ establish criteria to critique dramatic work</li> </ul>

**Suggested Procedure:**

1. Review the terms primary, secondary and tertiary industry with students so they understand the concepts.
2. While listening to or reading Chapter 5, have students individually make notes on the key points presented.
3. Have students meet as pairs to discuss their findings, comparing the overlap that they have found. For example, the railroad was important to mining, fishing and logging.
4. In larger groups, have students create a wall banner that has a web where the primary industry is responsible for the development of the secondary industry and in turn, the secondary industry then supports much of the tertiary industrial growth. This could be done in the style of a flow chart.
5. Have each group support their findings when presenting their banner.
6. Follow with a class discussion. Have students draw inferences from the banner presentations about “economic” growth or the production, distribution and consumption of the wealth of the province.

**Suggested Timeframe:** Three class periods, depending on the grade level.

**Recommended Assessment:** To be determined by the class and teacher at the beginning of the activity. Should include components that reflect listening skills, group participation and oral presentation.

**Extensions:**

- Students examine the concept of child labour and compare the article that appears on page 102 with modern-day practices (i.e. the controversial news article on The Gap’s factories in India at [www.freethechildren.org](http://www.freethechildren.org) or [www.freethechildren.com](http://www.freethechildren.com)).
- Students explore the concept of the impact that immigrants had on our population growth. How were immigrants treated and were they able to prosper as others did?
- In modern times, huge multinational corporations set up factories in countries where labour is cheap. Students examine the consequences of this on our economy.
- Students examine the maps at the beginning of each chapter in *Far West* and discuss the towns that have been added and the changes and growth that are evident.

**Additional Links and Resources:**

Wikipedia: [http://en.wikipedia.org/wiki/British\\_Columbia](http://en.wikipedia.org/wiki/British_Columbia)  
 A Guide to the BC Economy & Labour Market: [www.guidetobceconomy.org](http://www.guidetobceconomy.org)

# THE LOWER MAINLAND VS. THE INTERIOR

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Students are to identify the changes that occurred in New Westminster, Victoria and Vancouver that allowed them to become known as the centres of industry in the province. Although exploration of natural resources opened the Interior to settlement, the Lower Mainland's strategic position on the Pacific coast contributed much to the expansion of this area. Students are to identify these key components.



**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Math
<ul style="list-style-type: none"> <li>▪ compile a body of information from a range of sources</li> <li>▪ identify factors that influenced the growth and development of industry</li> <li>▪ describe how physical geography influenced patterns of settlement, trade, and exploration</li> <li>▪ analyse the development of transportation systems in BC ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ use writing and representing to extend thinking, by ....analysing the relationships in ideas and information ...</li> <li>▪ solve problems involving percents from 1% to 100%</li> <li>▪ demonstrate an understanding of ratio ...</li> </ul>

## Suggested Procedure:

1. As an opening activity to Chapter 6, compare the statistics given on page 103 of BC's population between 1881 and 1921 to the statistics given on page 107 of New Westminster, Victoria and Vancouver's populations during the same time period. Compare the totals of those three cities in each year to the provincial total for the same year.
2. During the reading of Chapter 6, students should, either independently or as a group, identify or record the changes that came about during this time period (e.g. streetcars, electricity, exporting/importing, government buildings).
3. As a class, discuss these changes while listing them on chart paper.
4. Have students conduct research to discover whether the population ratio between the Lower Mainland and the Interior has changed between 1921 and today. Where is the greater percentage of BC's population now living?
5. Explore the concept of whether this progress has been good for the Lower Mainland or if it has contributed to its decline. What would constitute elements of decline?

**Suggested Timeframe:** Teacher discretion required. This will vary according to the age of the students involved and the degree that the concept is developed. Teachers of younger students may want to close the activity by sharing the key points after the reading.

**Recommended Assessment:** This activity lends itself to group and class discussion. Refer to assessment strategies at [www.bced.gov.bc.ca/irp/irp\\_ss.htm](http://www.bced.gov.bc.ca/irp/irp_ss.htm).

### Extensions:

- Students research the fire that destroyed Vancouver in 1886. They write an article for the local newspaper as if they were living at that time and describe what it was like to see Vancouver burn.
- Students visit the BC Statistics' website and chart the growth in the community since 1921. They analyse and hypothesize reasons for the growth or decline.
- Students compare and contrast various regions in BC with a boom and bust cycle.

### Additional Links and Resources:

BC Statistics: [www.bcstats.gov.bc.ca](http://www.bcstats.gov.bc.ca)

*Photo: Vancouver's first "skyscraper" was the World Building, so named because it was home to the World newspaper. It was seventeen storeys high. When it was built in 1913, it was the tallest building in the British Empire and a symbol of Vancouver's "big city" status. Vancouver Public Library, Special Collections, VPL 4658*

# WOMEN AND WORLD WAR I

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** BC had more volunteers per capita to fight in World War I than any other province in Canada. This brought about huge changes during the four years following 1917. Students are to identify the factors that brought about the change in the role that women played in society at that time.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ describe the contributions of significant individuals to the development of Canada’s identity</li> <li>▪ evaluate effects of technology on lifestyles and environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic ...</li> <li>▪ write a variety of clear, focussed informational writing for a range of purposes and audiences ...</li> </ul>

**Suggested Procedure:**

1. Provide students with the opportunity to study the pictures throughout the chapter (e.g. scan them and use a data projector to project the images, or make overheads).
2. Using the pictures of women on pages 109, 112, 115 and using the “Reading the Picture” strategy, have students make observations about the role women played in society at that time.
3. Using the same strategy, have students analyse the picture on page 122. What changes do they see in the role of women portrayed here?
4. During the reading or presentation of Chapter 6, students are to make note of all other changes the war brought about.
5. Have students create a poster (can be electronically produced at the teacher’s discretion), illustrating a woman in a role that she had to assume during the war.
6. Have each student write a letter from the point of view of a woman working at a job she has never had to do before. The letter is to be to a relative (e.g. husband, brother, father) overseas who is fighting in the war, explaining the new role and sharing the feelings and challenges she has had to face. Male students should also write as if they were in character. If this is too problematic, they can assume the role of the soldiers responding to the women’s letters they would have received, appropriately outlining the feelings and challenges faced.

**Suggested Timeframe:** One to two class periods, depending on the level of proofreading and editing of written work required.

**Recommended Assessment:** To be determined by the class and teacher at the beginning of the activity. Use some of the samples found in the Performance Standards in the areas of reading, writing and social responsibility ([www.bced.gov.bc.ca/perf\\_stands](http://www.bced.gov.bc.ca/perf_stands)).

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ Students compare the role women played in WWI and in WWII. What changed; what did not?</li> <li>▪ Students explore the level of involvement that Aboriginal people had in the war effort (see <a href="http://www.cbc.ca/news/background/aboriginals/aboriginals-military.html">www.cbc.ca/news/background/aboriginals/aboriginals-military.html</a>).</li> </ul>
--

<p><b>Additional Links and Resources:</b>                  Queen’s University Archives: <a href="http://archives.queensu.ca/wwi/women.html">http://archives.queensu.ca/wwi/women.html</a>                  Education Resource Centre: <a href="http://www.members.aol.com/TeacherNet/WWI.html">www.members.aol.com/TeacherNet/WWI.html</a></p>
--



# CHINATOWNS

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** *Far West* describes, especially in Chapters 3, 4 and 6, how the Chinese workers that came to British Columbia during the Gold Rush played an instrumental part in the development of our province. They were not always treated fairly. Students are to examine the role Chinese workers played in the history of our province and the cultural phenomenon of “Chinatowns” (page 114) that were created in major towns and cities.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada</li> <li>▪ relate a society's artistic expression to its culture</li> <li>▪ describe the contributions of particular individuals to the development of Canada's identity</li> <li>▪ assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions ...</li> </ul>

## Suggested Procedure:

1. Discuss how Chinese people were treated early in BC's history. Chinese workers often worked in dangerous activities. It was initially felt they would not be here a long time (at first only men came and sent their earnings back home) and should not be treated as regular citizens.
2. Have students review the sections in previous chapters that deal with the Chinese immigrant workers and list all the jobs the workers did and the conditions they lived under. Would students consider working under these conditions under the circumstances? Have students write reflective journal entries to substantiate their points of view.
3. Have students hypothesize reasons why the Chinese workers often gravitated to a common locality within communities (e.g. language, cultural traits, camaraderie). What were Benevolent Associations?
4. Barkerville, Victoria and Vancouver all had Chinatowns. Have students consider the advantages and disadvantages of these sub-communities, recording their ideas on a comparison organizer.

**Suggested Timeframe:** Two to three class periods.

**Recommended Assessment:** To be determined by the class and teacher at the beginning of the activity. Writing can be assessed following the Performance Standards for Writing for the grade level.

### Extensions:

- To discourage the Chinese from coming to Canada, the government introduced a head tax that existed until 1947. Students discuss whether the government was justified in doing so.
- Students visit the site [www.ccn.ca/toronto/history/timeline.html](http://www.ccn.ca/toronto/history/timeline.html) and describe the changes that have taken place over a 100-year period.

### Additional Links and Resources:

Library Archives Canada:

[www.collectionscanada.ca/premierescommunautes/jeunesse/021013-2031.3-e.html](http://www.collectionscanada.ca/premierescommunautes/jeunesse/021013-2031.3-e.html)

Vancouver Public Library:

[www.vpl.ca/research\\_guides/item/3809/C201](http://www.vpl.ca/research_guides/item/3809/C201) (scroll down to Related Links)

Canadian Encyclopedia: <http://thecanadianencyclopedia.com>

Novel: *Emily: Across the James Bay Bridge*, by Julie Lawson

# BLACK TUESDAY

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** “Hard times came to British Columbia during the 1930s. The Great Depression brought unemployment, poverty and business collapse” (page 125). Students are to develop an understanding of the catastrophic effect the collapse of the stock market in 1929 had on British Columbia. Going from prosperous times in 1921 to the highest unemployment in Canada in 1931 left British Columbians reeling. What happened?



**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ defend a position on a contemporary or historical issue</li> <li>▪ gather a body of information from a variety of primary and secondary sources</li> <li>▪ compare the changing nature of labour in rural and urban environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas ...</li> <li>▪ make individual music choices based on the thoughts, images, and feelings that the music expresses</li> </ul>

**Suggested Procedure:**

1. Before reading or presenting Chapter 7 to students, the teacher should discuss the stock market crash and share with students a list of terms such as “riding the rails,” “jungles,” “on the relief,” “work camps,” “rum running” and “Bloody Sunday.” Have students listen for reference made to these terms in the chapter.
2. Discuss the meaning of these terms as evident in the chapter.
3. As a class, list all the rippling effects of the crash of the stock market in New York in 1929.
4. Older students may wish to pursue further readings on the subject.
5. Invite a financial advisor or banking official to speak to the class on the subject or bring in information from a financial institution. Is there a possibility of something like this happening again? What can we do to avoid it?
6. Students may wish to research and find musical selections written and/or used during the 1930s. Have the class analyse the selections to determine whether the lyrics depict the feeling of the time.
7. Students could also interview a family member or someone else who lived during the Depression.

**Suggested Timeframe:** The time spent will vary according to the age group and interest in the topic.

**Recommended Assessment:** Teachers and students set criteria together for participation in oral contributions to class discussion and for the interview, if applicable.

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ Students create a drama presentation on “a day in the life of” a family of five whose father has no income and no means of getting a job.</li> <li>▪ Students compare the plight of BC residents during the 1930s to the large number of homeless people in our cities today. How is unemployment a factor? What role has the “welfare state” played over the years?</li> </ul>
--

<p><b>Additional Links and Resources:</b>  <i>Rusty Nails and Ration Books</i>, Barbara A. Lambert, 2002  <i>The Stock Market Crash of 1929</i>, Scott Ingram, 2005  <i>When Coal Was King</i>, John R. Hind, 2003                      Wikipedia: <a href="http://www.wikipedia.org/wiki/Wall_Street_Crash_1929">www.wikipedia.org/wiki/Wall_Street_Crash_1929</a>  <i>Riding the Rails</i>, Errol Lincoln Uys, 2003 (involves teenagers leaving home based on the plight in the US)  <i>Ellen: Hobo Jungle</i>, Dorothy Joan Harris, 2002</p>
---

*Photo: Vancouver police are racing to the scene of a protest by unemployed workers at the city’s post office in June 1938. It was one of several protests in the city during the Great Depression of the 1930s. The tanker truck in the background was used to clean the streets. Vancouver Public Library, Special Collections, VPL 1294*

# THE ALASKA HIGHWAY

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** The section of highway between Dawson Creek, BC and Watson Lake in the Yukon is known as the Alaska Highway. It was built by the Canadian and American governments and had much to do with fear and defense strategies during WWII. Students are to explore the history behind its construction and its significance today.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ analyse the development of transportation systems in BC ...</li> <li>▪ defend a position on a contemporary or historical issue</li> <li>▪ gather a body of information from a variety of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas ...</li> <li>▪ select and use strategies when expressing and presenting ideas, information, and feelings ...</li> <li>▪ create images ... using the elements and principles [of design] to produce a variety of effects and to convey mood and meaning</li> </ul>

## Suggested Procedure:

1. During computer lab time, have students do a Google search on “the building of the Alaska Highway” to gather more information. Or they can research in the school library and work with the librarian.
2. Discuss in class the reasons why the Alaska Highway was built (fear of the Japanese).
3. Have students consider the following questions:
  - Do the same fears exist today? Were there similar reactions following September 11?
  - How have things changed in terms of national defense since WWII? Are there implications that would affect the lives of people living in BC?
  - How vulnerable is Canada to being involved in a “war in the north”?
4. The teacher may wish to use the topic of the Alaska Highway as a class discussion topic or continue further by asking students to design a poster as if this was a class assignment in 1942. How would they illustrate the importance of this accomplishment? More interestingly, students could illustrate the completion of the Alaska Highway from different perspectives – for example, from the viewpoint of an American soldier, a resident of Fort Nelson, or a member of the Dunne-za or Kaska Aboriginal group, taking both “pro” and “con” stances.

**Suggested Timeframe:** One class period depending on the level of discussion and the level of interest on the topic. If students wish to design a poster, teachers could make the necessary time adjustment.

**Recommended Assessment:** Assess participation and contributions made to class discussion. Determine criteria for poster (if used) together. Reference the Performance Standards in the areas of reading, writing and social responsibility ([www.bced.gov.bc.ca/perf\\_stands](http://www.bced.gov.bc.ca/perf_stands)).

## Extensions:

- Students “read” the picture on page 135 and discuss its implications. Should we be that prepared?
- Discuss the treatment of the Japanese during WWII and the internment camps. Can this happen today?
- Invite a member of a road construction crew to discuss road construction then and now.

## Additional Links and Resources:

*The Fort Nelson Story*, Gerri Young, 1987

Wikipedia: [http://en.wikipedia.org/wiki/Alaska\\_Highway](http://en.wikipedia.org/wiki/Alaska_Highway)

PBS site on Alaska Highway: [www.pbs.org/wgbh/amex/alaska/](http://www.pbs.org/wgbh/amex/alaska/)

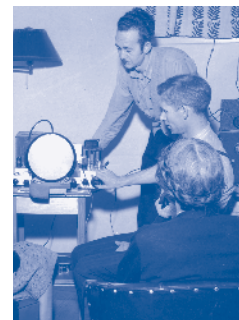
U.S. history site on Alaska Highway: [www.u-s-history.com/pages/h1729.html](http://www.u-s-history.com/pages/h1729.html)

# BC BOOMTIME

**Grade Appropriate:** Grades 5 to 9

**Learning Objective:** British Columbia experienced another economic growth period in the 1950s, mainly due to the new political party that was formed and elected to government during that time. Students are to examine the changes that came about during that time and the impact these changes have had on BC as we know it today.

**Prescribed Learning Outcomes:** Grades 5 through 9



Social Studies	English Language Arts/Fine Arts
<ul style="list-style-type: none"> <li>▪ describe the significance of key events and factors in the development of BC ...</li> <li>▪ analyse the relationship between the economic development of communities and their available resources</li> <li>▪ explain the development and importance of government systems</li> <li>▪ evaluate the effect of technology on lifestyles and environments</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including predicting, making connections, visualizing ...</li> <li>▪ write a variety of clear, focussed informational writing for a range of purposes and audiences ...</li> <li>▪ recognize and apply the features of oral language to convey and derive meaning ...</li> </ul>

**Suggested Procedure:**

1. As an introduction to Chapter 8, read and discuss with the class the opening paragraph on page 141.
2. Have students listen for and make note (class will jointly collaborate on the ideas later) of all the changes that came about (e.g. building of highways, mills, dams, ferry systems).
3. As a class, review the findings and compile a major list on chart paper.
4. Assign each student one of the topics/events to research in more detail.
5. Older students could write a one-page summary on the development of that topic (e.g. the opening of SFU, Mica Dam, the Pacific Great Eastern, Alcan, CBUT).
6. Within their research, students should examine the topic in a historical context as well as with a modern-day focus. What has happened? Does the party exist today?
7. Have students report to the whole class as well as turn in their summaries for assessment.
8. As a closing activity, split the class into two with one half speaking to the benefits BC experienced under Social Credit and half of the class pointing out disadvantages. Students could also work in small groups.

**Suggested Timeframe:** Two to four class periods, depending on grade level and class size (reporting may take longer with some classes).

**Recommended Assessment:** Create the assessment rubric with the class, deciding on the focus of each report, written style and presentation.

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ Students chart the political parties of BC and when established.</li> <li>▪ Students research and write a biography on W.A.C. Bennett.</li> <li>▪ Students explore the concept and fate of resource towns.</li> </ul>
--

<p><b>Additional Links and Resources:</b>                  Social Credit Party website: <a href="http://www.bcsocialcredit.bc.ca">www.bcsocialcredit.bc.ca</a>                  Wikipedia: <a href="http://en.wikipedia.org/wiki/British_Columbia_Social_Credit_Party">http://en.wikipedia.org/wiki/British_Columbia_Social_Credit_Party</a>                  Elections BC website: <a href="http://electionsbc.ca">http://electionsbc.ca</a></p>
---

*Photo: People in BC began to get television sets in their homes in the early 1950s. This is one of the earliest models, with a small circular screen. Image I-02030 courtesy of Royal BC Museum, BC Archives*

# RESIDENTIAL SCHOOLS

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** Post World War II saw many changes to the Aboriginal people's way of life. One such change was the closing of residential schools. Students are to examine the reason for the creation of these schools, the intentions of the government toward both the Aboriginal students and their communities, and the factors leading to the closure of the residential schools. It is important for students to understand how Canadian views of Aboriginal culture and society have changed over time, and the effect on the relationship between the government and Aboriginal peoples.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ identify effects of early contact between Aboriginal societies and European explorers and settlers</li> <li>▪ identify the impact of Canadian governances on Aboriginal people's rights</li> <li>▪ evaluate the changing nature of law and its relation to social conditions of the times</li> <li>▪ assess a variety of positions on controversial issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ select and use various strategies during reading and viewing to construct, monitor, and confirm meaning including predicting, making connections, ...</li> <li>▪ select and use strategies when expressing and presenting ideas, information, and feelings, including ... making and sharing connections</li> <li>▪ write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions ...</li> </ul>

## Suggested Procedure:

1. Begin by contacting the Aboriginal Education Coordinator/District Aboriginal Principal to discuss appropriate resources and resource people for this unit.
2. As preparation, discuss with the class the rationale of a policy of assimilation, how this led to the creation of residential schools, and the ways in which residential schools differed from contemporary public schools (so that students can differentiate between their own conception of "school" and that presented in this section).
3. Through consultation with the Aboriginal Education Coordinator/District Aboriginal Principal, invite an age-appropriate community speaker/residential school survivor to discuss his or her experiences with the class. If possible and/or appropriate, this could involve a field trip to an Aboriginal community.
4. Allow time for facilitated discussion with the speaker.
5. Have students write a personal journal-style article on residential schools.

**Suggested Timeframe:** Three to four class periods or at the discretion of the teacher.

**Recommended Assessment:** Class-generated criteria.

### Extensions:

- Students examine the effects that residential schools had on Aboriginal people's culture.
- Students explore the end of the ban on potlatches in 1951 and other social and legal changes, such as Aboriginal people receiving the right to vote.
- Students explore the differences between the concepts of "assimilation" and "inclusion/cooperation."

### Additional Links and Resources:

*My Name is Seepeetza*, Shirley Sterling, 1992

UBC Library section (Residential Schools): [www.library.ubc.ca/xwi7xwa/res.htm](http://www.library.ubc.ca/xwi7xwa/res.htm)

As suggested by the district Aboriginal Education Coordinator/ District Aboriginal Principal



# THE KNOWLEDGE AND SERVICE INDUSTRIES

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** British Columbia’s economy has changed since the 1950s. Students are to examine the advantages and disadvantages of such a changing economy and the impact continued change will have on their future. Particular attention should be given to what are referred to as the *knowledge industry* and the *service industry*.



**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts
<ul style="list-style-type: none"> <li>▪ analyse the relationship between the economic development of communities and their available resources</li> <li>▪ explain why sustainability is important</li> <li>▪ analyse environmental effects of settlement in early BC ...</li> <li>▪ describe factors that affect settlement patterns ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ select and use strategies before reading and viewing to develop understanding of text ...</li> <li>▪ write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions ...</li> </ul>

**Suggested Procedure:**

1. Students should be familiar with the economic growth of BC based on natural resources, which was presented in Chapter 5.
2. Show students the chart of the top five industries in BC that is shown on page 162. Have them compare and contrast the top five industries of today.
3. Ask students what changes have occurred over time. Chart the ideas presented.
4. Share the information on page 162 with students.
5. Discuss whether the knowledge industry and the service industry existed in the 1950s.
6. Have students create a two-column organizer to list the advantages and disadvantages of the changing economy. At the bottom of the organizer, students should add their thoughts and predict what changes might occur in their lifetime.

**Suggested Timeframe:** The time spent will vary depending on the age group and the level of interest and discussion that is generated by the topic.

**Recommended Assessment:** Criteria to be set by students and teacher at the beginning of the activity.

<p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>▪ Students explore the concept of diminishing natural resources and the need for sustainability in today’s “must have” society.</li> <li>▪ Students discuss or debate whether we should be looking for oil offshore in British Columbia.</li> <li>▪ Students research the controversy regarding fish farms.</li> </ul>
---

<p><b>Additional Links and Resources:</b>                  Sustainability Education: <a href="http://www.walkingthetalk.bc.ca">www.walkingthetalk.bc.ca</a>                  David Suzuki Foundation: <a href="http://www.davidsuzuki.org">www.davidsuzuki.org</a>                  Centre for Ecoliteracy: <a href="http://ecoliteracy.org">http://ecoliteracy.org</a></p>
---

*Photo: Dr. Sun Yat-Sen Classical Chinese Garden, opened in 1986 in the middle of downtown Vancouver. All the materials used to build it, from the roof tiles to the rocks on the ground, were imported from China. Photo courtesy of Dr. Sun Yat-Sen Classical Chinese Garden*



# WHAT IS IN YOUR KITCHEN?

**Grade Appropriate:** Grades 4 to 9

**Learning Objective:** The people who live in British Columbia come from a multitude of ethnic backgrounds. Students are to examine the composition of BC's population and develop an understanding of the cultural diversity of our province.

**Prescribed Learning Outcomes:** Grades 4 through 9

Social Studies	English Language Arts/Math
<ul style="list-style-type: none"> <li>▪ assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada</li> <li>▪ relate a society's artistic expression to its culture</li> <li>▪ assess how identity is shaped by a variety of factors (family, gender, belief systems, ethnicity, nationality)</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen purposefully to understand ideas and information ...</li> <li>▪ select and use various strategies before reading and viewing to develop understanding of text ...</li> <li>▪ solve problems involving percents from 1% to 100%</li> <li>▪ graph collected data and analyse the graph to solve problems</li> </ul>

## Suggested Procedure:

1. Have students take a survey of their classmates to determine the ethnic origins represented in the class. Create a graph to represent the data collected.
2. Have students visit the BC Statistics websites listed below and graph the percentage of the various ethnic groups listed that live in their community.
3. Conduct a similar activity with the statistics of another BC community. Students living in the Interior should look at the population of Vancouver. Lower Mainland students should choose a community in the Interior.
4. Graph the results. Display students' graphs and discuss the trends evident in their findings.
5. Based on the findings of the cultural diversity within the classroom, plan a class luncheon where students are to bring potluck contributions that come from their particular ethnic backgrounds. Alternatively, based on the ethnic groups in the community, students pick a cultural group and research to find a recipe they could bring to share.
6. Read or present pages 160–162 to the class. Discuss.

**Suggested Timeframe:** Two to three class periods.

**Recommended Assessment:** Assess graphs as well as participation and contributions to class discussion. Enjoy the food and/or recipes.

### Extensions:

- Students explore their own family background to determine when their ancestors arrived in Canada.
- Students create a Family Tree.
- The class explores the issues around the concept of an official second language. What should be the second official language for BC?

### Additional Links and Resources:

BC Statistics: [www.bcstats.gov.bc.ca](http://www.bcstats.gov.bc.ca)

BC Immigrant Mapping Project: [www.bcmulticulturalprofiles.gov.bc.ca](http://www.bcmulticulturalprofiles.gov.bc.ca)

Multiculturalism in BC: [www.ag.gov.bc.ca/immigration/multiculturalism.htm](http://www.ag.gov.bc.ca/immigration/multiculturalism.htm)

## PEOPLE OF BC

Following is a list of British Columbians who are described in the short “inserts” and the main text throughout the book:

Chief Macquinna	(page 25)
Sir Francis Drake	(page 33)
Francis Barkley	(page 39)
The Kanakas	(page 50)
Governor James Douglas	(page 51)
Amelia Connolly	(page 51)
Mifflin Gibbs	(page 58)
The Royal Engineers	(page 60)
Catherine Schubert	(page 63)
Richard and Hannah Maynard	(page 65)
Judge Matthew Begbie	(page 66)
Amor de Cosmos	(page 72)
William Duncan of Metlakatla	(page 76)
Edward Maillard	(page 96)
Emily Carr	(page 113)
Joe Capilano	(page 120)
Capi Blanchet	(page 130)
Grace MacInnes	(page 131)
Premier Duff Pattulo	(page 133)
Bruce Hutton	(page 145)
Nancy Green	(page 147)
Greenpeace	(page 149)
Totem Pole Carvers	(page 151)
Terry Fox	(page 159)
The Nisga’a	(page 160)
Joseph Gosnell	(page 160)

The above list would lend itself to a research activity where each student in the class might be assigned one name. They could share their findings with the class on a “BC History Day” or turn them into Heritage Fair projects (refer to the Historica website at [www.historica.ca](http://www.historica.ca)). Alternatively, students may wish to work in groups and create a Heritage Minute on a character.

### Timeline

A timeline is presented at the end of the book, on pages 166–169. This timeline could be used in an activity where students would be given the short descriptors without the year. They would then have to arrange the events in chronological order on a display board or bulletin board.

## MORE IDEAS FOR STUDENT FOLLOW-UP

- Explore Bill Reid's contribution as a First Nations artist.
- Explore methods of fishing used in the Fraser River by Native fishermen in early times.
- Create a display of traditional Aboriginal housing used throughout British Columbia.
- Research the importance of Whale Washing Houses in the Nuu-chah-nulth culture.
- Create a model of Captain Vancouver's ship, the *Discovery*.
- Write a biography of Alexander Mackenzie.
- Explore why the working language of the fur trade in British Columbia was French.
- Research the fate of the boat *The Beaver*.
- Create a Chinook Jargon dictionary.
- Explore the importance of a roadhouse (e.g. Cottonwoods) along the Cariboo trail.
- Create a display of gold miners' tools by building models of a rocker and a sluice box, etc.
- How is the cattle industry in British Columbia linked to Barkerville?
- What role did the camel play in BC's history?
- Explain the fate of New Westminster as the first capital city of BC.
- Who were the King-George-Men and why were they resented?
- What happened to the village of Metlakatla?
- Find out how British Columbia almost went to war over a pig.
- Who is Sandford Fleming?
- Write a brief historical account of Yale, BC.
- Research the Vancouver Fire of 1886.
- What happened at Craigellachie that was of significant importance in the history of our province?
- Find out how many canneries have been established in BC and what became of them.
- How did Steveston get to be known as the Sockeye Capital of the World?
- Who was Charles Hays and what happened to him?
- Explore the reasons why the Grand Trunk Pacific Railway is known as a huge "blunder."
- Research the salmon industry and the controversy behind farm fishing.
- Research the role the Union Steamship Company played in the history of BC.
- Were boy miners (boys younger than 15) used in all coal mines throughout BC?
- Look into the development of newspapers and the role they played throughout the province. What is the history behind the newspaper in your community?
- Look into the contributions made by Francis Rattenbury. What building is he best remembered for?
- Of what historical significance is the "head tax"?
- In the early days no one needed a driver's licence to operate a car. Explore this phenomenon and the implication it would have today.
- Find out more about Mary Ellen Smith.
- In BC, about 4,000 people died of the deadly influenza of 1918. Can this kind of epidemic happen today? Explain.

- Examine the reasons why “By 1931, BC had the highest level of unemployment of any province in Canada – 27% of workers did not have jobs.”
- Explain the significance of “Rum Row.”
- What effects were felt from the Fishing Strike of 1938?
- Explain “the Welfare State.”
- Explain the significance behind the Gumboot Navy.
- From 1914 to 1941, the Asahi was one of the best baseball teams in Vancouver. What happened to it? Could the same thing happen today? Explain.
- What are John Landy and Roger Bannister known for? How do their records compare with those being achieved today?
- Explain the importance of the Penticton Vees hockey team in 1955.
- In 1953, the CBC was responsible for launching BC’s first television station, CBUT. Look into the broadcasting industry and explore how many television stations we have today.
- Compare the experiences of the Doukhobor people to those of the Japanese people during WWII. Do you feel the government had a right to step in?
- Explore the establishment of Greenpeace and how the movement has contributed to today’s global perspective.
- What is significant about the *Phyllis Cormack*?
- Who is Rosemary Brown?
- How have things changed since Shirley Sterling wrote the book, *My Name is Seepeetza*?
- Interview someone who visited Expo 86. Interview someone who is on the planning team for the Olympics in 2010. Compare what they have to say about the disadvantages or advantages of these events.
- Explain the significance behind what happened in Clayoquot Sound in the summer of 1993.
- The concept of *sustainable development* is an important one. Explain how the need for this awareness evolved to such significance in our lives.
- Why do we know Nancy Green? Do we know Nancy Green? Should we know Nancy Green?
- After English, more people in BC speak Chinese than any other language. How can this be?
- Explain the significance of the Grist Mill at Keremeos.
- Fort Steele is an important historical site. Explain.

# RESOURCES

## Websites

<a href="http://www.bced.gov.bc.ca/irp/irp.htm">www.bced.gov.bc.ca/irp/irp.htm</a>	BC Ministry of Education Integrated Resource Packages
<a href="http://www.bc150.gov.bc.ca">www.bc150.gov.bc.ca</a>	BC150 Years
<a href="http://www.gov.bc.ca/tsa">www.gov.bc.ca/tsa</a>	Ministry of Tourism, Sport and the Arts
<a href="http://www.tsa.gov.bc.ca/heritage/">www.tsa.gov.bc.ca/heritage/</a>	Heritage Branch
<a href="http://www.bcarchives.gov.bc.ca">www.bcarchives.gov.bc.ca</a>	BC Archives
<a href="http://www.bcstats.gov.bc.ca">www.bcstats.gov.bc.ca</a>	BC Statistics
<a href="http://www.ag.gov.bc.ca/immigration/multiculturalism.htm">www.ag.gov.bc.ca/immigration/multiculturalism.htm</a>	Multiculturalism in BC
<a href="http://www.bcmulticulturalprofiles.gov.bc.ca">www.bcmulticulturalprofiles.gov.bc.ca</a>	BC Immigrant Mapping Project
<a href="http://electionsbc.ca">http://electionsbc.ca</a>	Elections BC website
<a href="http://www.fphlcc.ca">www.fphlcc.ca</a>	First Peoples' Heritage, Language and Culture Council
<a href="http://www.digitaldrum.ca">www.digitaldrum.ca</a>	Aboriginal culture
<a href="http://www.turtleisland.org/">www.turtleisland.org/</a>	Aboriginal networking site
<a href="http://www.pep.educ.ubc.ca/first.html">www.pep.educ.ubc.ca/first.html</a>	<i>The Queen Charlotte Islands Readers</i>
<a href="http://www.access.ca">www.access.ca</a>	Social Studies Resources for Canadian Teachers
<a href="http://www.bcheritage.ca">www.bcheritage.ca</a>	BC Heritage Digital Collections teaching resources
<a href="http://www.histori.ca">www.histori.ca</a>	Teacher resources
	Benchmarks of Historical Thinking (Peter Seixas)
	Doing History with Wah Chong's Washing and Ironing (Peter Seixas)
	Historica Heritage Minutes
<a href="http://www.members.aol.com/TeacherNet">www.members.aol.com/TeacherNet</a>	Education Resource Centre
<a href="http://www.freespiritbc.ca">www.freespiritbc.ca</a>	Free Spirit: Stories of You, Me and BC (see Teacher's Room)
<a href="http://www.calverley.ca">www.calverley.ca</a>	Peace River Region History
<a href="http://www.barkerville.ca">www.barkerville.ca</a>	Barkerville
<a href="http://www.britishcolumbiagold.com">www.britishcolumbiagold.com</a>	British Columbia Gold
<a href="http://www.canadiana.org">www.canadiana.org</a>	Early Canadiana Online: Canada in the Making
<a href="http://www.wikipedia.org">www.wikipedia.org</a>	Wikipedia
<a href="http://earth.google.com">http://earth.google.com</a>	Google Earth
<a href="http://www.thecanadianencyclopedia.com">www.thecanadianencyclopedia.com</a>	The Canadian Encyclopedia
<a href="http://www.nlc-bnc.ca/confederation/kids/">www.nlc-bnc.ca/confederation/kids/</a>	National Library of Canada's Confederation for Kids
<a href="http://www.collectionscanada.gc.ca">www.collectionscanada.gc.ca</a>	Collections Canada, Library & Archives Canada
<a href="http://www.vpl.ca">www.vpl.ca</a>	Vancouver Public Library
<a href="http://www.pbs.org">www.pbs.org</a>	Public Broadcasting Service (PBS)
<a href="http://www.cpr.ca">www.cpr.ca</a>	Canadian Pacific Railway
<a href="http://www.britishcolumbiagold.com">www.britishcolumbiagold.com</a>	British Columbia Gold
<a href="http://www.davidsuzuki.org">www.davidsuzuki.org</a>	David Suzuki Foundation
<a href="http://www.guidetobceconomy.org/">www.guidetobceconomy.org/</a>	A Guide to the BC Economy & Labour Market
<a href="http://archives.queensu.ca">http://archives.queensu.ca</a>	Queen's University Archives
<a href="http://www.bcsocialcredit.bc.ca">www.bcsocialcredit.bc.ca</a>	Social Credit Party website
<a href="http://www.walkingthetalk.bc.ca">www.walkingthetalk.bc.ca</a>	Sustainability Education
<a href="http://ecoliteracy.org">http://ecoliteracy.org</a>	Centre for Ecoliteracy
<a href="http://www.library.ubc.ca">www.library.ubc.ca</a>	UBC Library section

**Books**

- Akrigg, G.P.V. & Akrigg, H. (1977). *British Columbia chronicle 1847-1871: Gold and colonists*. Vancouver: Discover Press.
- Akrigg, G.P.V. & Akrigg, H. (1975). *British Columbia chronicle 1778-1846: Adventures by sea and land*. Vancouver: Discover Press.
- Berton, P. (1971). *The last spike: The great railway 1881-1885*. New York: Random House.
- Conner, D.C.G. (1985). *Canada: Building our nation*. Scarborough: Prentice-Hall Canada Inc. (out of print but excellent reference and source of pictures/diagrams)
- Denos, M. & Case, R. (2006). *Teaching about historical thinking*. (P. Seixas & P. Clark, Eds.). Vancouver: TC<sup>2</sup>.
- Francis, D. (2000). *The encyclopedia of British Columbia*. Madeira Park, BC: Harbour Publishing.
- Gaetz, D.C. (2003). *The golden rose*. Vancouver: Pacific Educational Press.
- Galloway, P. (2003). *Overland to Cariboo*. Toronto: Penguin Canada.
- Harris, D.J. (2002). *Ellen: Hobo jungle*. Toronto: Penguin Books Canada.
- Harris, R.C. & Matthews, G.J. (Eds.). (1987). *Historical atlas of Canada: From beginning to 1800*. Toronto: University of Toronto Press.
- Hind, J.R. (2003). *When coal was king*. Vancouver: UBC Press.
- Horne, C. (1994). *Trapped by coal*. Vancouver: Pacific Educational Press.
- Ingram, S. (2005). *The stock market crash of 1929*. Middletown, CT: Gareth Stevens Publishing.
- Lambert, B.A. (Ed.). (2002). *Rusty nails and ration books: Great Depression & WWII memories, 1929-1945*. Victoria: Trafford Publishing.
- Lawson, J. (2001). *Emily: Across the James Bay Bridge*. Toronto: Penguin Books.
- Maclachlan, M. (Ed.). (1998) *The Fort Langley journals, 1827-30*. Vancouver: UBC Press.
- Norcross, B.E. (Ed.). (1983). *The company on the coast*. Nanaimo: Nanaimo Historical Society.
- Scott, I. (1968). *The trek of the overlanders*. Toronto: Burns and MacEachern.
- Sears, A. & Wright, I. (Eds.). (2004). *Challenges & prospects for Canadian social studies*. Vancouver: Pacific Educational Press.
- Sterling, S. (1992). *My name is Seepeetza*. Toronto: Douglas & McIntyre.
- Uys, E.L. (2003). *Riding the rails*. New York: Routledge.
- Walsh, A. (1988). *Moses, me and murder*. Vancouver: Pacific Educational Press.
- Young, G. (1987). *The Fort Nelson story*. Cloverdale: D.W. Friesen & Sons.

Hilary Stewart's books can be useful when teaching about Aboriginal fishing, artifacts and the use of a cedar tree.

**Movies**

*Forbidden Dance: The Strict Law Bids Us Dance* (Cramner's 1921 potlatch on Village Island)  
Dr. Jean Barman, VHS videos on BC History





