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Education

BC History in Action

A Guide to Teaching History Through Drama

Grades 8 to 12

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BC HISTORY IN ACTION:

150 Years of British Columbia History

Grades 8 to 12

Introduction and Rationale

The focus of the guide is on *drama strategies* that invite Grades 8 to 12 students and teachers to further discover, explore, and enhance learning of British Columbia history. If you are a K to Grade 7 teacher please refer to *BC History in Action K to Grade 7*. The selected moments and people in this guide represent a sampling of BC history. Users of this teaching resource are encouraged to use the suggested drama activities to explore other BC historical content. For instance, the second drama lesson examines Japanese internment during WWII, which could be replaced by the 1914 Komagata Maru incident in Burrard Inlet. Since the focus of this guide centres on introducing drama strategies to bring history to life, the historical content is not fully detailed and as such you are encouraged to seek out further information from other sources. In each lesson, links and resources are provided to suggest places to find such historical information.

The six lessons described are intended as guides or roadmaps towards integrating drama as an approach to learning in secondary classrooms. Therefore, teachers and students are encouraged to see the drama-based lessons as adaptable stimuli, which they can build, alter or strengthen with their own ideas and activities. The term **drama** is deliberately used instead of theatre in this guide. The term drama is in place to emphasize that the activities focus on classroom-based work versus building towards a performance for an outside audience.

At the heart of the Ministry's Prescribed Learning Outcomes (PLOs) for secondary students in most subject areas, teachers are strongly encouraged to remember the following:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

The drama strategies presented in this guide relate to these three principles as they take into account active learning, different ways of knowing, and individual and group learning opportunities. Beyond these three principles, the lessons provided target-specific learning outcomes for social studies, English language arts and drama for Grades 8 through 12.

Introduction

Who is it for?

The lessons have been created with Grades 8 to 12 classrooms in mind, particularly social studies, English language arts and drama. Of course, other subject area teachers are encouraged to use the guide, as there are connections to other curricular areas.

Structure of the Drama-based Lessons

- Grade Level
- Learning Objectives and Context
- Learning Outcomes
- Suggested Procedures
- Evaluation and Reflection
- Extensions and Resources

Recommended Assessment

- The Learning Outcomes given for each lesson should form the basis of assessment criteria. Teachers may wish to create a rubric using the outcomes with a range of 1 to 5 for each outcome.
- Wherever possible, assessment criteria should be developed cooperatively with students. Self-evaluation provides a way for students to reflect on their own learning through drama. Group evaluation is appropriate whenever group work is part of the lesson.
- Reflection on shared dramatic activities is the most important part of any drama lesson. Ensure that sufficient time for reflection and discussion is planned into each drama lesson. Students should always be encouraged to think about the value of drama and the opportunity to present learning in spoken and visual ways. Having students keep a drama journal is also recommended.
- The Canadian textbooks *Exploring Curriculum: Performative Inquiry, Role Drama and Learning* by Lynn Fels and George Belliveau (2008, Pacific Education Press), *Story Drama* by David Booth (2nd edition, 2005, Pembroke) and *Asking Better Questions* by Norah Morgan and Juliana Saxton (2nd edition, 2006, Pembroke) each have copyright-free assessment tables, checklists and rubrics that are suitable for the lessons included in this guide.

Suggested Timeframes

- The six drama lessons span from one hour to several hours each, depending on age level, the amount of time the teacher wishes to spend on the topic, and student interest. With modifications to learning outcomes and content detail, each drama lesson from this guide could be introduced to students in Grades 8 through 12. It is recommended that classes new to drama begin with short periods of time (20-30 minutes) and that teachers extend these periods as students gain in commitment and confidence.

Drama Strategies

The following drama strategies are the principle approaches used in this guide. They are bolded where they are incorporated into each lesson.

Flash back: an activity that requires participants to imagine what might have preceded the present situation.

Flash forward: encourages participants to think about what the consequences of the relationships or actions chosen might be after a decision is made.

A flash forward or flash back can be a tableau, an improvisation or a prepared scene. The goal of these two activities is for participants to incorporate all that they have learned about the present moment, in order to imagine what might be the result in the future, or what past event might have led to the current situation.

Hot seat: an activity in which an individual or group of individuals is/are questioned in role and must reply while “thinking on their feet.” Usually, more than one student should be sitting in the hot seat since exchanges may become “slightly heated.” Hot seats invite students to think creatively and critically in role and provide opportunities for students to embellish on their ideas and/or the storyline.

NOTE: to avoid putting students in uncomfortable situations, teachers are reminded to be mindful of students’ backgrounds and sensitivities prior to hot seating and interviewing in role.

Interviewing in role: a drama activity that allows questioners to seek information and to probe into the motivations behind and/or reasons for an individual’s actions. Interviewing in role encourages critical and creative thinking, and may be used as a way to build belief in role. Interviews in role can be done in pairs or in small groups.

Jigsaw: an organizational method that arranges participants into new groups to disseminate information among the class. If, for example, there are four groups of five participants discussing a single topic, the participants in each group number themselves from one to five. When it is time for them to share information or plans, each participant leaves his or her group and forms a new group with members from participants of the other groups who have the same number. All the participants numbered one gather together to form a group, all those numbered two join together, and so on. Participants then share information from their original groups. The jigsaw encourages each student to be an active listener in their group discussion because each has the responsibility of sharing the information with members of their new group.

Mantle of the Expert: This in-role dramatic process was developed by British drama educator Dorothy Heathcote. Mantle of the Expert involves creating a lived experience for students as they carry out a group project. In this strategy, students take on adult roles of expertise, such as historian, geographer, doctor, archeologist, private investigator, police officer, filmmaker, reporter and so on. Teachers wishing to use Mantle of the Expert are encouraged to think about what kinds of expertise would be required to best make discoveries on a particular topic. Next, students are offered the chance to pursue the assigned project through a series of class meetings/interviews where the teacher takes on a role as either a Chief Expert or as someone in need of the expertise of the class. NOTE: A detailed website is available at www.mantleoftheexpert.com

Spotlight: a drama activity where small groups or pairs of participants do simultaneous improvisation. When “spotlight!” is called out, everyone freezes except the group or pair under the spotlight. (The spotlight can be a flashlight or the teacher can simply point to the group under the spotlight.) The group continues improvising while everyone else listens. Then, at the teacher’s signal, everyone returns to his or her small group improvisation.

Students in role: requires students to imagine themselves in a particular role. This role has responsibilities and a knowledge base that invites individual students to make decisions and problem-solve from the perspective and ambitions of that role. Each role has its own concerns, perspectives and agenda that will influence how students in these roles will interact, and what decisions will be made.

Tableau(x) (still image, freeze, photograph): a still image comprising individual students or groups who use their bodies to physically illustrate a moment, decision, theme, concept, narrative event or idea. A tableau may be interpreted by other participants in terms of the message, information, relationships, thoughts or feelings being portrayed. Avoid asking the group to confirm or explain their tableau, as the interpretations are valuable on their own. Avoid suggesting there are “right” or “wrong” answers to how a tableau is interpreted.

Teacher in role: challenges, questions, shapes and focuses the inquiry by adopting a particular role and point of view. A teacher in role may take on a role of a leader, facilitator, guide, advisor, stranger or bystander. The teacher in role sets the situation and context, proposes new dilemmas when and if necessary, and helps students interact in role, by remaining in role. Ideally, the teacher guides the students in role, rather than being an authoritative figure dictating the action.

Visualization: an embodied experience that invites students to close their eyes and imagine themselves elsewhere. Visualization is primarily a teacher-directed exercise: the teacher guides participants step by step through a specific adventure or environment. Visualizations are useful for setting up the situation students will explore, for motivating students to investigate historical events, or for preparing students for a writing activity.

Voices in the head (thought tracking): unspoken thoughts are verbalized to uncover what a particular individual might actually be thinking or feeling. This drama activity works well to deepen tableau work, as each participant, in role, says a few sentences revealing what he or she is thinking. Alternatively, participants observing a tableau may call out different suggestions of what the participants in role may be thinking. In this case, the observers' comments are "the voices in the head," expressing the inner thoughts of the tableau participants.

Writing in role: Participants in role respond to a problem, challenge or situation by writing their thoughts, opinions, feelings and ideas. The writing can be done in various forms (e.g., letter to the editor, letter, email, diary entry, report). Writing in role invites students to write from a point of view, drawing on their experiences and the information they've gathered during the drama activities.

Lesson 1: BC Resources – Exploring our Fishing Industry¹

Grade Level: Grades 10 to 12

Learning Objectives and Context

British Columbia has several natural resource-based industries, including forestry, mining and fishing. This drama-based activity explores ways in which teachers and students can examine the often complex issues involved in BC industries. Logging, saw mill production, coal mining and silver mining, among others, could easily be the subjects of investigation. The fishing industry, specifically fish farming, is featured in this lesson.



A recent study on the state of ocean marine life revealed that 90% of the world's large fish, including tuna, have disappeared. The report, *The Unknown Ocean: Baseline Report for the Census of Marine Life (2003)*, is a warning to all countries to be aware of how local and international fishing practices are affecting fish populations. What happens when our waters are emptied of fish? Who is responsible for the massive depletion of the world's fish populations? The fishing industry has many complex issues, such as dragnet fishing, international conflicts over fishing practices, restocking salmon streams, protecting wildlife and the environment, creek destruction by the lumber industry, First Nations fishing rights and off-shore refrigerator trawlers. These issues call for scientific research, political negotiation and industry responsibility.

In this lesson, the setting is a major conference in Vancouver, Canada. The conference is attended by scientists, fish farmers, government officials, Aboriginal representatives and environmentalists who are concerned about the dire situation of fish stocks around the world. The central focus of the conference is a discussion of the costs, benefits and viability of fish farming in BC as a solution for the world demand for fish. Following the conference, members of the BC provincial legislature meet in groups to recommend legislation on fish farming. New legislation is written up and voted on.

The three major components in this drama-based lesson are research, conference presentations and legislative debate. Students can be assigned roles when they set out to do their research prior to the conference (see example roles pages 10-11). Each group of students **conducts research and prepares their conference presentations** from the perspective of a particular role, thereby enriching the conference discussion and illustrating the complexity of multiple perspectives on fish farming. **Mantle of the expert** would be an appropriate drama strategy to use throughout this lesson.

¹This lesson has been adapted from Fels & Belliveau (2008) *Exploring Curriculum*.

Social Studies 8-12 Learning Outcomes

Students will:

- assess and identify key local and provincial resource development issues from 1815 to the present, considering the concepts of stewardship and sustainability
- assess and defend a variety of positions on controversial issues
- demonstrate research skills (e.g., accessing information, assessing reliability of sources, interpreting written and graphic information)
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified

English Language Arts 8-12 Learning Outcomes

Students will:

- use a variety of resources to obtain background information
- locate, access, and select relevant information from a variety of sources (including technological sources) for defined purposes
- identify gaps in information obtained
- use a variety of planning tools and strategies to focus and organize communications for various purposes and audiences
- apply a variety of strategies including diplomacy and compromise to solve problems and achieve group goals

Drama 8-12 Learning Outcomes

Students will:

- create drama that demonstrates a responsibility to the community
- select and use dramatic knowledge skills, attitudes, and knowledge as a means of learning in other subjects
- demonstrate the ability to move in and out of role

Suggested Procedures

1. Researching fish farming: Gathering research materials

As the teacher, you may choose to collect relevant research articles and information and prepare handouts for your students. Or, you could request that they do their own research and simply provide parameters and guidelines to assist them. Suggested roles and research tasks follow. A number of these roles may overlap. For instance, an Aboriginal representative could also be a fish farmer.

Marine Scientist: Life cycles, population sizes, migratory habits and habitats of different species of salmon on the West Coast of Canada. What is the history of wild salmon fishing in BC and what are the issues?

Fish Farmer: History, economics and technology of fish farming in BC. What are the costs and benefits of aquaculture? What are the key arguments against fish farming? Are there new technologies that address the concerns of environmentalists? What information can help you to demonstrate that fish farming provides a safe source of nutrition to replace the dwindling supply of wild salmon?

Marine Environmentalist: Environmental challenges of and concerns about fish farming in British Columbia. How are farmed fish dangerous to the health of wild salmon?

Government Official: Moratorium on fish farming in British Columbia (1995). What were the reasons for the moratorium? Is it still in effect? Who were the proponents for and against this moratorium?

Aboriginal Representative: Aboriginal customs, traditions, culture, land and fishing rights. How is fishing a way of life for Aboriginal people? How has the fishing industry in BC challenged and enhanced conditions for BC Aboriginal people? NOTE: There will be varied perspectives on this topic, depending on the geographic location and history of the Aboriginal group you select. Therefore, you are encouraged to specify a group or groups (e.g., Coast Salish, Haida).

Nutritionist: Benefits and dangers of eating fish, importance of fish as a food source. What about health concerns regarding the safety of farmed fish?

Fisher: Condition of the salmon fishing industry on the West Coast, fishing as an occupation. What are the risks, concerns and economics of wild salmon fishing? Are there rivals for the wild salmon population?

2. **Writing in role**

After completing their research, ask each student in role to write an autobiographical piece, including his or her professional and personal information and concerns and position about the issue of fish farming. This written piece may be in the form of an email, diary entry or letter.

3. **Conference: Presentations and question and answer session**

Have each group of professionals prepare a presentation on the status of fish farming in BC, which they will give during the conference followed by a question and answer period with the audience. This may be done in a variety of ways. A group might create a visual representation of their research and answer questions about it as individuals circulate the room. Or a panel made up of representatives from each group could each give a brief speech about the key issues and then field questions from the audience.

4. **Legislation on fish farming: Small group discussion and writing in role**

Place participants into new groups using the **jigsaw** method so there is one member from each of the former groups in each new group. Thus, the groups are composed of multiple perspectives and research information. The participants are now in role as Members of the Legislature who must develop new legislation to govern fish farming in BC. First, have them brainstorm ideas about which fish farming rules should be enforced and which concerns need to be addressed. Then have them write up their recommendations to be discussed in the Legislature.

During the whole group discussion, each legislative group will put forward its recommendations. When presenting, the group should give supporting reasons for each recommendation. If a group has the same recommendation

Lesson 1 – BC Resources: Exploring our Fishing Industry

as the presenting group or agrees with recommendation being presented, a representative from the first group should acknowledge their support. This way, students are encouraged to listen to one another's presentations to prevent repetition, respond to one another's input and interact during discussions.

5. Vote on fish farming legislation: Visual representation

Have a volunteer, in role as the legislative secretary, collect all the recommendations and create a visual listing these recommendations. This visual is then presented in the Legislature and voted upon, bringing the drama to a close.

Evaluation and Reflection

Conduct small or large group discussions using the following questions (or others) to stimulate reflection:

- How do you feel about the legislation you created together as a group? Do you feel that all the concerns were addressed?
- When you think of marine life, what concerns do you have? Reflect as an individual and as a global citizen.
- If we were going to create a code of ethics for the food industry, what would we include?

These questions provide opportunities for students to brainstorm and extend their learning from the drama, to think about their responsibilities as future leaders, and as consumers. The strength of this drama is the emphasis it places on applying research to presentations and writing.

Extensions and Resources

Other specific investigations could include BC forestry, mining, tourism, agriculture, water bottling industry, Aboriginal rights, and so on. Teachers and students can investigate other areas of supply and demand where the costs and benefits of consumerism, environmentalism and employment are in constant tension.

Resources for this lesson and extensions include:

- Chapter 5 “Resources and the Economy” in Daniel Francis’ *Far West: The Story of British Columbia*. www.knowbc.com/learninglayer/farwestmain.html
- Aquaculture. Oceans & Fishing. David Suzuki Foundation. Available at www.davidsuzuki.org/Oceans/Aquaculture/
- Mickleburgh, R. (2005, June 11). Sea lice double in wild salmon, DFO finds. B.C. & Sports. *Globe & Mail*, p. S2.
- O’Dor, R.K. (2003). *The Unknown Ocean: Baseline Report for the Census of Marine Life*. Washington, DC: Census of Marine Life.
- Young, M. L. (2005, May 20). B.C. Fish Farmers Face A Strong Current. Report on Business. *Globe & Mail*, p. B2.

BC mining resources

- www.mining.bc.ca/
- www.em.gov.bc.ca/Subwebs/mining/
- www.bcmuseumofmining.org/

BC forestry industry

- www.gov.bc.ca/for/
- www.bcforestinformation.com/

Lesson 2: Japanese Internment 1941–1945

Grade Level: Grades 8 to 12

Learning Objective and Context

Shortly after Japan’s entry into WWII on December 7, 1941, most Japanese Canadians were removed from their communities. “Military necessity” was used as a justification for their mass removal and incarceration despite the fact that Japanese Canadians posed no threat to security (see www.japanesecanadianhistory.net for more information). This drama lesson aims to have students critically think, interpret and write about some of the events surrounding the Japanese internment camps.

Social Studies 8-12 Learning Outcomes

Students will:

- assess the development and impact of Canadian social policies and programs related to immigration, the Canadian constitution
- impact of WWII and Canada’s role
- demonstrate historical empathy

English Language Arts 8-12 Learning Outcomes

Students will:

- use a variety of resources to obtain background information
- use information that they have read, heard, or viewed to develop research questions or creative works or to complete response activities
- develop imaginative or creative responses to share their ideas
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation

Drama 8-12 Learning Outcomes

Students will:

- use vocal and physical techniques to create role and character
- reflect on and clearly express experiences both in and out of role
- use knowledge of diverse cultures and historical periods in developing work
- select and use dramatic skills, attitudes, and knowledge as a means of learning in other subjects
- demonstrate a willingness to take performance risks in a variety of situations

Suggested Procedures

1. Creating the Japanese community

As students enter the classroom, give them colour-coded Japanese family name tags (e.g., Nishihata in red, Kitigawa in blue). Create the atmosphere of WWII through radio pieces, music, images or newspaper headlines. Read the following newspaper clipping out loud or play a voice recording as if it were a radio announcement:

Notice To All Persons of Japanese Racial Origin (Feb. 26, 1942)

The Order in Council PC 1486, passed on February 23, 1942, authorized the removal of all “persons of Japanese racial origin” and gave the RCMP the power to search without warrant, enforce a dusk-to-dawn curfew, and to confiscate cars, cameras, radios, and firearms.

2. Community in crisis

As **teacher in role** as a Vancouver Japanese community member, announce: “I realize that many of you in this community have been here for generations. In fact, some of you identify yourself more with Canada than Japan. However, we have to face the severity of the government order. To try and stay united as families and a community I would ask you to gather with your family members (tags with Japanese family names were given out at the beginning of the class, e.g., Nishihata). Could you find your family members? Then, could you fill out your personal/family profiles which the government has asked of us?” (See profile form in Appendix A.)

3. Visualization of past and future

As **teacher in role** as a government official, announce: “Alright, I will check to see your personal profiles and then you must silently board the train.”

To suggest a train car, the classroom can have tape on the ground representing a rectangular space (and/or select Google images to find Japanese people boarded on trains during WWII). Escort them to enter this space, and begin a **visualization**.

Ask students to imagine themselves cramped within a moving train. (See www.fiq1.com/playlists/songs_about_trains1 for list of train songs to help the visualization. *Please note this site is supplied to assist teachers in this lesson.* It is expected that they will use their discretion and review the site and lyrics prior to using it in the classroom.)

Ask the **students in role** as Japanese Canadians to silently and privately think about what is happening. Allow enough time between questions for thinking and imagining. Ask: What are you leaving behind ... friends, homes, school, sports? Is there something special at home you left behind? Someone special? What do you fear the most about leaving? Where do you think you’re going? What do you anticipate seeing when you get off the train? What do you think will happen?

4. Small group sharing

Ask students to share their experiences of the visualization in pairs or small groups. Volunteers may then share their thoughts with the entire group. The intention is to build belief and share what may have happened to members of the Japanese community during this time of turmoil.

5. Building story and belief

The teacher then steps into role as a Japanese prisoner who is still on the train.

Begin the narrative: “I’m leaving behind all my possessions, things I inherited from my grandparents. What will they do with my house? Worse yet, my daughter and her family are now living in Westminster ... what happened to them? Will I ever see my grandchildren again? At least I was able to hold on to my locket. It was given to me

Lesson 2 – Japanese Internment 1941–1945

by my grandmother. I have a picture of her ... see. [Pause] Even though most of our men are separated from us, at least most of you are lucky to have your children here. How are the rest of you coping?"

This leads into a group discussion in role to help build belief and develop individual and family stories.

6. **Community member**

If possible, invite a Japanese community member to your classroom – possibly someone who experienced the internment or a relative of an internee.

7. **At the internment camp**

If the class is unfamiliar with this aspect of history, allow time for students to do some research or reading about the internment camps. After the research and reading, ask students, in their family groups, to create three **tableaux** depicting key moments within the internment camps. For instance, families may wish to depict the labour work they endured, how the children attended school, and the poor living conditions in which they lived.

Have each family present the three tableaux they developed to the other groups. Ask spectators to close their eyes while the first family prepares its initial tableau. Once they are ready to present, they can ask the spectators to open their eyes. The family that created the tableau stays frozen in their corporal image for at least five to ten seconds in order to let the observers interpret the emotions and intentions represented in this first tableau. Ask the spectators to close their eyes once more while the actors prepare their second tableau, and so on. After the first family has shared their three tableaux, ask the spectators what they saw in the images. It is important to keep the discussion focused on what the spectators saw versus the intent of the creators. The perception of the viewer is equally as important as the intention of the creator, and history is frequently interpreted from the writer/reader's perception of events, actions and facts. After the discussion is completed, have the next family present their tableaux, using the same process, until each family has had their turn.

8. **Paper cranes**

Due to the possible emotional reactions to this sensitive topic, an activity such as collectively creating a number of paper cranes as a class may provide time for reflection and debriefing. The family groups from above could each create a mobile to represent their journey. Locate books on how to create paper cranes from your school library or the internet.

Evaluation and Reflection

From their experience in this lesson, ask students to **write a letter in role** (approximately two pages long) using the voice of a Japanese Canadian. The letter should describe the events witnessed during the period of the internment. Here are a few examples to get students started:

- The letter is written by a Japanese Canadian 30 years after the event.
- The letter comes from someone who managed to escape the internment and hid.
- The letter is written from the perspective of a sympathetic or unsympathetic Canadian officer who was working at the camp.

The written assignment requires students to critically reflect on their experiences within the drama-based lesson.

Extensions and Resources

This lesson could be extended further into the aftermath of the internment camps, after the war ended when Japanese Canadians tried to re-integrate themselves in their communities. Or, the drama structure could be used to explore other historical events that saw a group of people (e.g., immigrants or others) wrongfully convicted, accused or abused by some sort of authority, for example:

- Komagata Maru incident, 1914
- Chinese Head Tax, 1923 (www.ccn.ca/redress/history.html)
- Doukhabor children forced into residential schools, 1953
- Human Rights in the Asia Pacific 1931–1945: Social Responsibility and Global Citizenship – A Resources Guide for Teachers to Support Aspects of Senior Social Studies Curriculum (2001)

Suggested Readings

- *This is My Own: Letters to We* by Muriel Kitiawaga (1985, Northwestern U Press)
- *Obasan* by Joy Kogawa (1981, Anchor Books)
- *Snow Falling on Cedars* by David Guterson (1995, Vintage Books)
- *The Enemy That Never Was: A History of the Japanese Canadians* by Ken Adachi (1977, Toronto: McClelland and Stewart)
- www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies11.pdf

Lesson 3: BC Honorary People’s Gala Celebration

Grade Level: Grades 8 to 12

Learning Objectives and Context

British Columbia has hundreds of notable people who were either born, raised or have lived in the province for several years. These individuals range from politicians to scientists to artists and philanthropists. An objective of this drama lesson is to bring a group of these notable BC individuals to life and **critically engage them in conversation** with other notable individuals. Another aim is to uncover parts of their lives that are partially unknown through dramatic interpretation.



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Social Studies 8-12 Learning Outcomes

Students will:

- assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- plan, revise, and deliver written and oral presentations
- demonstrate effective communication and presentation skills – written, oral, and graphic

English Language Arts 8-12 Learning Outcomes

Students will:

- use a variety of resources to obtain background information
- locate, access, and select relevant information from a variety of sources (including technological sources) for defined purposes
- identify gaps in information obtained
- use information that they have read, heard, or viewed to develop research questions or creative works involving writing, artistic endeavours or other inspired productions
- develop imaginative or creative responses to share their ideas
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation

Drama 8-12 Learning Outcomes*Students will:*

- use subtlety and nuance in expressive communication
- create and sustain situations while in role
- reflect on and clearly express experiences both in and out of role
- use knowledge of diverse cultures and historical periods in developing work
- demonstrate a willingness to take performance risks in a variety of situations

Suggested Procedures**1. Selecting and researching a notable BC individual**

Have students select a person from BC history such as Terry Fox, Emily Carr, James Douglas, W.A.C. Bennett (see Resources page 33). Ask them to do some research on this individual to discover pertinent information. This part can be done the day prior to the following activities so students will be better prepared (see Appendix B for suggested questions).

Create colour-coded tags with the names of the notable individuals (e.g., 4-5 red ones, 4-5 blue ones, 4-5 yellow ones). Label the back of two of the tags with the letter A, the next two with the letter B and so on.

2. Gala celebration

Once students have completed their research, hand out the colour-coded tags with the names of the notable individuals.

In role as the Master of Ceremonies, begin: “Welcome esteemed guests to this evening’s event. We’re delighted that you could all come to commemorate your accomplishments. I’ll ask you to make your way to your tables.” (Students will go to the table that matches the colour of their name tags.) “To begin the evening, I will ask you to introduce yourselves to your esteemed colleagues at your table. You can read the agenda for this evening (Appendix C is placed on the tables). It begins with you individually sharing why you think you have been asked to be here this evening.”

Allow for about 10 minutes of discussion before the teacher as MC interrupts the groups and asks them to number themselves from 1 to 5. Using the **jigsaw** method, create new groups – all 1s gather, all 2s, etc.

3. Second chance in life

“In your new groups, I’ll now ask you to once again reveal a little about who you are by sharing what you would do if you had a second chance in life (see question 2 in Appendix C). Would you do the same thing or change anything? Why? Again, take about two minutes each to share your thoughts.”

4. Two moments

After about 10 minutes, as MC ask the students to come to the centre and say, “Please look on the back of your tag and find the person who has the same letter as you. Once you’ve found this person, you will alternate between being

Lesson 3 – BC Honorary People’s Gala Celebration

the interviewer and interviewee, having the chance to do both.” Looking at an imagined photo of the notable BC figure, the **interviewer in role** begins by asking, “How were you feeling? What were you thinking in that particular moment in the photo? You look so happy and pleased in this image. Can you describe the photo, the environment, what had just happened?” You can add prompts, such as, “Are there other people in the photo? At what point in your life was this taken?”

The objective is for the interviewee to share a captured moment and to elaborate on what was happening at this high moment. Partners then switch so that the interviewer now becomes the interviewee and vice versa, with the focus again on a happy moment.

The next question, using the same approach, points out that in this photo, the individual looks very perplexed, confused or unhappy with what is taking place. “What is happening in this photo? Can you describe why you look perplexed, unhappy in that moment?” Again, both partners get the chance to be the interviewer and the interviewee. Allow for enough time so that each participant can explore and reveal aspects of their character.

Evaluation and Reflection

The debriefing can happen as a full class, or students may return to their original colour-coded tables and join their original 4-5 classmates. Suggested debrief questions include:

- What did you learn about your characters by roleplaying them in different circumstances?
- What do you remember most about someone you met in the activities?
- How do activities like this help us deepen our understanding and appreciation of history? Or do they?

Extensions and Resources

- Extensive list of notable BC people:
www.wikipedia.org/wiki/List_of_British_Columbians
- Forsythe, M. and G. Dickson. (2007). *The BC Almanac Book of Greatest British Columbians*. Madeira Park, BC: Harbour Publishing
- Visit the Royal British Columbia Museum exhibition Free Spirit or its website until January, 2009: www.freespiritbc.ca/
- BC 150 website: www.bc150.ca

Lesson 4: Joining Canada

Grade Level: Grades 8 to 12

Learning Objective and Context

A number of playwrights have been inspired by BC history and incorporated such events within their dramas. The class might decide to read the same play, or in small groups may opt to seek a few of the plays examining BC people or history listed in Resources, page 33 (or others) from their local public library.



Social Studies 8-12 Learning Outcomes

Students will:

- demonstrate effective communication and presentation skills – written, oral, and graphic
- assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors
- demonstrate historical empathy

English Language Arts 8-12 Learning Outcomes

Students will:

- use a variety of resources to obtain background information
- compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform
- identify gaps in information obtained
- use information that they have read, heard, or viewed to develop research questions or creative works ...
- develop imaginative or creative responses to share their ideas

Drama 8-12 Learning Outcomes

Students will:

- use vocal and physical techniques to create role and character
- identify and portray a character's objective within a scene
- represent concepts from original and scripted work through presentation
- use knowledge of diverse cultures and historical periods in developing work
- demonstrate engagement in performance
- demonstrate understanding of standard script conventions and structures
- demonstrate understanding of theatre styles in selected cultures and historical periods

Suggested Procedures

1. **Reading the play and rehearsing a scene**

Once students have read their chosen play, have them select a scene or passage (approx. 5 minutes) that dramatizes a significant moment in BC history.

2. **Sharing scripted scenes**

Have them rehearse the scenes and then share them with other class members. Depending on the enthusiasm of the students and time available, this can be done as a Reader's Theatre or they may wish to stand up and perform the scene.

3. **Hot seating characters**

To further their understanding of history and probe into the issues addressed in the scene, ask students to stay in character while the rest of the class asks them questions. These questions should be open-ended to allow for critical reasoning.

4. **Writing their own scenes – flash forward or flash back**

The experience of reading a play and then rehearsing a specific scene helps students understand some of the subtleties of turning history into drama. Students will now be asked to dramatize a **flash back** or **flash forward** moment or character from the history-based play they read, even though it is not a scripted part of the play. The flash back or flash forward moment or person should be stimulated from the play they read. The objective is to bring another moment of history to life through a dramatic scene. Key issues to consider while writing a scene generally include creating a conflict or crisis, developing the crisis, possibly resolving it, developing characters, using active language and considering visual cues and movement.

5. **Sharing created scenes**

Ask students to share their created scenes for one another in either a Reader's Theatre format or fully staged. **Hot seating** the characters can also take place to further develop an understanding of the conflict or crisis presented.

Evaluation and Reflection

In reading history through drama, students encounter events and characters differently than through a textbook. In what ways is this so? Discuss with your students what they discovered about history when they were asked to read a play, and, more importantly, rehearse a scene. When they step inside history, what happens? These questions can be prompts for writing a reflective response or for a class discussion. In either situation, teachers can assess their students' understanding of and appreciation for dramatized history. The flash back and flash forward scenes represent another aspect of their learning and display their ability to think critically what may have happened before or after a particular event or moment in a person's life. These scenes can be assessed using a mutually agreed upon rubric in terms of the creative writing, content and performing.

Extensions and Resources

- Ratsoy, Ginny. (Ed.) (2006). *Theatre in British Columbia*. Toronto: Playwrights Canada Press.
- Ratsoy, Ginny and James Hoffman. (Eds.) (2001). *Playing the Pacific Province: An Anthology of British Columbia Plays*. Toronto: Playwrights Canada Press.

Plays that investigate moments and/or people from BC history include:

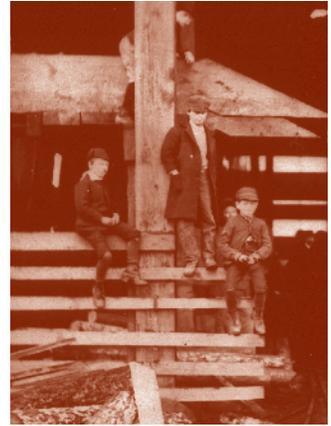
- *Birthright* (1905) by Constance Skinner (missionaries, Aboriginal issues)
- *The Ecstasy of Rita Joe* (1967) by George Ryga (issues addressing Aboriginal people)
- *The Komagata Maru Incident* (1975) by Sharon Pollock (treatment of Sikhs in Vancouver, early 20th century)
- *Ploughmen of the Glacier* (1976) by George Ryga (myths of Western pioneers)
- *Raft Baby* (1978) by Dennis Foon (a trapper finds a floating baby on the Peace River)
- *Lament of Harmonica* (1982) by Gwen Pharis Ringwood (BC First Nations issues set in Shuswap country)
- *Yellow Fever* (1982) by R.A. Shiomi (aftermath of the Japanese internment in BC)
- *Under the Skin* (1983) by Betty Lambert (kidnapping story in Port Moody, BC)
- *Song of this Place* (1987) by Joy Coghill (study of Emily Carr)
- *The Dunsmuirs* (1988) by Rod Langley (coal mining on Vancouver Island)
- *Amigo's Blue Guitar* (1990) by Joan MacLeod (immigrant experience in BC)
- *Black Apples* (1990) by Kevin Roberts (mining strikes pre-1914 in Nanaimo)
- *The Hope Slide* (1992) by Joan MacLeod (Doukhobors in the interior of BC)
- *Moving Pictures* (1999) by Sharon Pollock (moments in artist/filmmaker Nell Shipman's life)
- *End Dream* (2000) by Sharon Pollock (Janet Smith murder in Vancouver; accused Chinese houseboy)
- *The Shape of a Girl* (2002) by Joan MacLeod (Reena Virk incident through the eyes of a teenager on Bowen Island)
- *The Unnatural and Accidental Women* (2005) by Marie Clements (conditions of First Nations women, inner-city Vancouver)
- *Ernestine Shuswap Gets Her Trout* (2005) by Tomson Highway (presentation of the Laurier Memorial – a plea for Aboriginal recognition and rights to PM Laurier Kamloops, 1910)

Lesson 5: Famous Photos from BC History

Grade Level: Grades 8 to 12

Learning Objective and Context

Thousands of archived photos depict particular moments over the last 150 years in BC. These photos mark key events in the province's history. The objective of this drama-based activity is to explore the meaning of these photos, the inner thoughts of people within the photos, and as importantly, what and who might be missing from the photos.



BC Archives C-03710

Social Studies 8-12 Learning Outcomes

Students will:

- identify and clarify a problem, an issue, or an inquiry
- assess a variety of positions on controversial issues
- demonstrate effective communication and presentation skills – written, oral, and graphic
- assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors
- demonstrate historical empathy

English Language Arts 8-12 Learning Outcomes

Students will:

- use a variety of resources to obtain background information
- compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform
- identify gaps in information obtained
- use information that they have read, heard, or viewed to develop research questions or creative works or to complete response activities
- develop imaginative or creative responses to share their ideas
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation
- use processes that adapt their oral presentations and discussions to best suit audiences and styles

Drama 8-12 Learning Outcomes

Students will:

- use subtlety and nuance in expressive communication
- create and sustain situations while in role
- use vocal and physical techniques to create role and character
- use knowledge of diverse cultures and historical periods in developing work
- demonstrate a willingness to take performance risks in a variety of situations

Suggested Procedures

1. Gallery of photos and reading the narratives

From a collection of archived photos (see suggestions on page 26), ask students in groups to select one. Have them first examine the photo, then read information related to the photo to discover about that particular moment. The objective is to discover the back story, what led to that photo and what may have happened afterwards.

2. Creating tableaux and voices in the head

Once the group has discovered more information about the photo, ask them to create a **tableau** image of the photo itself, along with two other tableaux: one before and one after the photo was taken. Have groups share their tableaux, beginning with the one depicted in the photo. Next, have them show the one prior to the photo, followed by the one post-photo.

Have groups repeat the tableaux, while the class explores **voices in the head**. This will involve hearing the inner thoughts of the various people in the created tableaux. The inner voices can be represented by the observers (other students in the class) or the people creating the tableaux – both perspectives should be elicited.

Allow time for each group to share some of their process and why they came up with the particular tableaux. This discussion can be done **in role**, so that students respond to questions as if they were the people in the photo.

3. Tension brainstorming

Have the groups seek out some of the tensions within the photos and tableaux they created. Photos, images and tableaux often have tensions of time, secrecy, intimacy, etc. within them. Brainstorming about such tensions will provide ideas for the next part of the activity as it will provide hints of where tension could exist and how to turn a still image into action.

4. Missing in action

Have the groups return to their original tableau of the photo. Ask them to create the missing pieces of their tableaux. Who might be missing from the photo? What was cut out? What story was not told? This can be done by adding other class members, if more bodies are required.

Again, follow with a discussion in or out of role to elaborate on the groups' findings.

Evaluation and Reflection

Ask students to personally reflect on the following questions in writing, then discuss their thoughts in pairs or small groups.

- In doing flash backs and flash forwards, what did you discover about the moment within your original photo?

Lesson 5 – Famous Photos from BC History

- What did you learn by watching other groups go backwards and forwards in time with their frozen moment?
- How did the creation of the missing elements help you further understand the original photo(s)?

Students can **write in role** as the photographer or as one of the characters inside the photo and provide a narrative, the back story of the photo. This allows students to integrate and extend some of the learning they gained through the drama-based activities.

Extensions and Resources

Note: Paintings may be used instead of photographs (e.g., Emily Carr's work).

- Mucho Oro Gold Mining Company (Cariboo, 1868)
- www.bcarchives.gov.bc.ca/cgi-bin/www2i/.visual/img_med/dir_68/a_00613.gif
- Young coal mining workers (Nanaimo, 1870s)
- www.bcarchives.gov.bc.ca/cgi-bin/www2i/.visual/img_med/dir_74/c_03710.gif
- Last Spike of The Canadian Pacific Railway (1885) http://en.wikipedia.org/wiki/Image:LastSpike_Craigellachie_BC_Canada.jpg
- Doukhabor women plowing (1900s)
www.lib.sfu.ca/cgi-bin/edocs/Doukhabor-Collection?Display=371
- Komogata Maru in English Bay (1914) http://en.wikipedia.org/wiki/Image:Komogata_Maru_LAC_a034014_1914.jpg
- Off to War (New Westminster, 1940)
www.canada.com/theprovince/story.html?id=568e1e2d-8a61-4a14-9677-0e7ef14b7423&k=95739
- Terry Fox (1980)
<http://en.wikipedia.org/wiki/Image:TerryFoxToronto19800712.JPG>
- Clayoquot Sound forestry clearcut protests (1993)
<http://archive.greenpeace.org/comms/pics/for91.jpg>
- www.bcarchives.bc.ca
British Columbia archives photos online
- www.vpl.vancouver.bc.ca/find/cat/C393/
Vancouver Public Library photos online
- www.vpl.ca/gunterman
Mattie Guntermann – photographer (late 1800s)
- www.vpl.ca/frank
Leonard Frank – photographer (1870-1944)

Lesson 6: 2010 Vancouver Olympic and Paralympic Games¹

Grade Level: Grades 8 to 12

Learning Objectives and Context

This drama lesson features opportunities for participants to investigate planning logistics, public relations, media, communications, advertising and conflict resolution. Participants become important business partners in planning for the Games. Individual companies have won contracts to organize key components of the Games – for example, transportation, housing or food services. Each must present their proposal to the organizing committee for final approval.



During the presentations to the organizing committee, a crisis arises: groups opposing the Olympic and Paralympic Games hold a rally. Public relations firms for both sides must develop effective messages to influence public opinion. The pro-Olympic side needs to present persuasive reasons why the Olympic and Paralympic Games will benefit Vancouver, the province and the country. Those who are against the Games want to express their social, environmental, economic and political concerns.

Students are required to synthesize and evaluate a great deal of information to tease out the key issues and use critical thinking and analysis to determine the value of the Games for their community and their province.

Social Studies 8-12 Learning Outcomes

Students will:

- assess and defend a variety of positions on controversial issues
- plan, revise, and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified and apply the skills and processes of social studies

¹This lesson has been adapted from Fels & Belliveau (2008) *Exploring Curriculum*.

English Language Arts 8-12 Learning Outcomes

Students will:

- use various strategies to cope with difficult or dense communications
- compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform
- use various strategies to resolve conflicts, solve problems, and build consensus
- use a variety of planning tools and strategies to focus and organize communications for various purposes and audiences
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation

Drama 8-12 Learning Outcomes

Students will:

- reflect on and clearly express experiences both in and out of role
- create drama that demonstrates a responsibility to the community
- demonstrate the ability to move in and out of role

1. Building belief: Torch relay and one-sentence prompts

As students enter the classroom, they hear music playing (i.e., *Queen's We Are the Champions* or the theme song from the film *Chariots of Fire*) and see the five Olympic rings (red, black, blue, yellow and green) taped to the floor. **In role** as the organizing committee representative, greet each student and hand out a coloured sheet of paper (red, black, blue, yellow or green). Stop the music and invite students to respond in writing to a prompt on their coloured piece of paper: "When I think about the Olympic and Paralympic Games...."

Begin the music again, and ask students to roll their pieces of paper into batons. Then, have them exchange their batons (representing the Olympic torch) while running in a slow-motion marathon. Alternatively, students may just move around the room randomly, using the space and going fast, then slow, moving in a series of still photograph frames, and freezing on command.

Have students exchange batons numerous times, as if they were in a continuous relay. As the music fades, ask students to stop exchanging batons and to stand on the ring that matches the colour of baton they are currently holding.

2. Introducing ideas, issues and opinions

At this point, students should be in five groups, each group standing on one of the Olympic rings. Ask participants to take turns reading the sentence written on the baton they are holding. The reading can be done within the groups or as a whole class, depending on teacher preference, time allotted and class size.

This activity allows everyone's thoughts about and perceptions of the Olympic and Paralympic Games to be heard in a non-threatening way. The intentions of this activity are to encourage a spirit of cooperation, to focus students on what they personally think about the Olympic and Paralympic Games and to exchange multiple perceptions of the Games.

3. Congratulations to the selected companies

Each of the paper colours represents a company that has won a contract to organize a particular aspect of the Olympic and Paralympic Games. For example, each student holding a blue piece of paper is an employee of a transit company now responsible for organizing the transportation for the Games. Have students make their way to the table that matches the colour of the batons they are holding. Prior to beginning the lesson, place coloured sheets with company instructions, along with chart paper, on five tables in the classroom.

In role as the organizing committee representative, announce: “Congratulations to all of you! You represent the five companies that have been selected to coordinate and plan important components of the Games. The competition was fierce but your organization’s track record, commitment and potential tell us that you are ready to undertake this task.”

Examples (teacher can add to or alter these):

Area of Responsibility	Sample Company Names
• Food	Jenny and Pat’s Catering
• Opening Ceremony	Whirling Entertainment
• Transportation	YouGo, WeGo
• Housing	Comfort and Style Living
• Health and Security	APM group

NOTE: One group may also represent the Four Host Nations and their vital role in planning the Games. If such a group is not formed, discussion about their participation is strongly suggested:

Information about Four Host Nations can be located on www.vancouver2010.com/

4. Companies develop their action plan: Group planning

In role as an organizing committee representative, inform the companies that other organizing committee members would like to see a progress report. The companies will have to prepare a detailed action plan, outlining logistics, budget and schedule. What challenges do they foresee? How will they overcome these anticipated problems?

Explain to students: “Use the chart paper provided to illustrate your company’s action plan. I recommend that you do a draft first. We’ll be sending these synopses to the other organizing committee members in various parts of the world who will be listening to your summary live via telecommunication.”

A sample task list is provided in Appendix D. It can be redesigned so students may be grouped into different companies or organizing committees, with different tasks assigned depending on the curriculum content or purpose.

5. Sharing action plans via telecommunication

Lesson 6 – 2010 Vancouver Olympic and Paralympic Games

Each company (**students in role**) is connected to the organizing committee via telecommunications and given three to four minutes to summarize and share their plans.

This scene can be performed in front of the other groups, set up with a webcam, computers and LCD projector, or videotaped to show on a television screen.

As each group presents a short summary of their action plan (live or on screen), have the other students take on the roles of organizing committee members, and prepare questions and comments for the company. Following the presentations (or viewings), ask representatives from each company to join together on a **hot seat** panel. Questions and comments are to be responded to by company representatives in a professional manner.

6. **Groups state reasons for opposing the Games: Potential crisis**

In role as a news broadcaster, announce that groups are gathering outside the organizing committee meeting to voice their opposition. They are arguing that the Games are elitist and only serve the wealthy. These local groups are seeking to have the Games cancelled.

Assign each group a new role as a specific group opposing the Olympic and Paralympic Games (e.g., environmental group, homelessness advocacy group, advocacy group for unemployed youth, taxpayer association, First Nations group) and ask them to prepare their arguments.

First, have each participant in each group create a newspaper headline that speaks to their issue, for example, “A New Hockey Arena But No Shelter for the Homeless.” Have participants share the headlines with their group and then choose one headline to create a brief newspaper article, editorial, **tableau** or improvised scene that describes the problem and why this group is against the Games.

7. **Opposed to Games: Placards, protest slogan and spotlight interviewing**

Give members of the opposition group(s) time to create placards and write their slogans. When ready, one half of the class becomes a group opposed to the Games who walk around the Olympic rings carrying their placards and chanting their slogans. The remaining students are now reporters and/or members of the public. In role as broadcaster, facilitate the media coverage during a live newscast. In pairs, have the reporters simultaneously **interview** the opposition group and/or citizens. **Spotlight** can then be used as a strategy to eavesdrop on individual conversations. Continue this activity until all the group members and/or citizens have had an opportunity to speak.

The objective is to hear the arguments against hosting the Games. It encourages participants to consider the various implications and impact of the plans they had developed with their companies; these plans may be privileging one population while discriminating against another.

8. **Public relations advertising campaign**

A new public relations approach is needed by the City of Vancouver to more broadly promote the benefits of the Games. What angle should be taken to save the city's reputation and ensure the economic and political success of the Games?

The people opposing the Games also want to gain broader support for their position. What public relations approach should they take to create greater awareness of their concerns?

Have the student groups, using the **jigsaw** method, relocate themselves into public relations (PR) groups. These PR groups are thus composed of informed people who have each been employees of different companies and participants in different protest groups. The PR committees' tasks are to:

- find a theme, or a particular angle, that will win the hearts and support of the people for their causes
- respond to the negative press
- create a one- to two-minute television commercial to revitalize enthusiasm for the Olympic and Paralympic Games and illustrate how the Games will be of significant benefit to the host city, province and country

Give each group sufficient time to create and prepare their commercial. The commercial might be done using drama activities such as tableaux, improvised scenes or songs. Encourage your students to brainstorm in action. The best ideas often emerge when students are up on their feet improvising or practising their scene, rather than resorting to prolonged sitting to brainstorm ideas.

9. **Focus group: Presentation and questioning in role**

Ask the PR groups to present their commercials. As each commercial is presented, have members of the focus group (the whole class) decide whether the message within each commercial is delivered successfully, and provide constructive feedback. The focus group is not necessarily for or against the Games; they are members of the general public reacting to what they see and hear in the commercial. Of course, probing questions are encouraged so that some of the issues raised earlier in the protest scene will resurface. Have the local special interest groups' concerns been addressed? The public relations group responsible for the commercial is on the **hot seat** to answer the questions and comments about their commercial.

Evaluation and Reflection

As a way to begin to synthesize their experience, have students write an editorial for the local newspaper expressing their concern or enthusiasm for the upcoming Games. In this editorial, they should be able to highlight some of the benefits the Games will bring, as well some of the costs. The concerns that some of the local protest groups expressed should be included to represent the debates and issues that were discussed in role. Also, recognition of what it takes to organize and to host the Games should be a component of this editorial. You may give the students the option of sharing

Lesson 6 – 2010 Vancouver Olympic and Paralympic Games

their written editorials as video or radio clips to allow them to practise persuasive speech, with emphasis in voice and/or gesture and delivery.

Encourage discussion by asking students a variety of questions: “What did you experience in the process of looking at the Olympic and Paralympic Games from multiple perspectives? Did being in role influence what you now think about the Games? Are there other issues to do with the Games that we could explore further? Has your opinion changed? If you were to complete our one-sentence prompt, “When I think about the Olympic and Paralympic Games...” now, would it be different?

The debriefing can be done in small groups or as a whole class. You may prefer to ask students to do some reflective writing to allow them time to think through and reflect on what they experienced.

Assessment can be done by evaluating their editorial writing, and through self-assessment, peer evaluation within groups and/or teacher observations.

Extensions and Resources

This lesson is about planning a large-scale event and the conflicts involved. The outline provided could be used as a framework for planning or revisiting other significant events, such as:

- 1997 Hong Kong handover to China (its impact on BC):
http://en.wikipedia.org/wiki/Hong_Kong;
www.bcstats.gov.bc.ca/pubs/immig/imm971sf.pdf
- Depression in Vancouver, 1930s (Bloody Sunday, 1938):
www.vancouverhistory.ca/chronology1930.htm
- Greenpeace, 1970:
www.greenpeace.org/canada/en/about-greenpeace/copy-of-history-2
- www.vancouver2010.com
- www.olympicschool.ca/
- http://en.wikipedia.org/wiki/Olympic_Games

Web-based Resources for Grades 8 to 12 Teacher Guide

- www.knowbc.com/learninglayer/farwestmain.html
("Resources and the Economy" Chapter 5 in Daniel Francis' *Far West: The Story of British Columbia*)
- www.knowbc.com/ (Encyclopedia of British Columbia)
- www.davidsuzuki.org/Oceans/Aquaculture/
(Aquaculture. Oceans & Fishing. David Suzuki Foundation)
- www.em.gov.bc.ca/Subwebs/mining/ (BC mining information)
- www.em.gov.bc.ca/Mining/ (BC mining information)
- www.bcmuseumofmining.org/ (BC mining information)
- www.gov.bc.ca/for/ (BC forestry information)
- www.bcforestinformation.com/ (BC forestry information)
- www.ccnc.ca/redress/history.html (Chinese Head Tax 1923)
- www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies11.pdf
(teacher resources on Japanese Canadian history)
- www.wikipedia.org/wiki/List_of_British_Columbians
(Extensive list of notable BC people)
- www.freespiritbc.ca/
(Royal British Columbia Museum exhibition Free Spirit until January, 2009)
- http://en.wikipedia.org/wiki/Hong_Kong
(information on Hong Kong handover to China in 1997)
- www.bcstats.gov.bc.ca/pubs/immig/imm971sf.pdf
(information about immigration of people from Hong Kong to BC in 1997)
- www.vancouverhistory.ca/chronology1930.htm
(Depression in Vancouver, 1930s; Bloody Sunday 1938)
- www.greenpeace.org/canada/en/about-greenpeace/copy-of-history-2
(Green Peace information, history)
- www.vancouver2010.com
(Official website for the 2010 Vancouver Olympic and Paralympic Games)
- www.olympicschool.ca/
(Lessons for teachers about the Olympic and Paralympic Games in Canada)
- http://en.wikipedia.org/wiki/Olympic_Games
(History and information on the Olympic and Paralympic Games)
- www.bcarchives.gov.bc.ca/cgi-bin/www2i/.visual/img_med/dir_68/a_00613.gif
(Photo of the Mucho Oro Gold Mining Company, Cariboo, 1868)

Resources

- www.bcarchives.gov.bc.ca/cgi-bin/www2i/.visual/img_med/dir_74/c_03710.gif
(Photo of young coal mining workers in Nanaimo, 1870s)
- http://en.wikipedia.org/wiki/Image:LastSpike_Craigellachie_BC_Canada.jpg
(Photo of the Last Spike of The Canadian Pacific Railway, 1885)
- www.lib.sfu.ca/cgi-bin/edocs/Doukhabor-Collection?Display=371
(Photo of Doukhabor women plowing, 1900s)
- http://en.wikipedia.org/wiki/Image:Komogata_Maru_LAC_a034014_1914.jpg
(Photo of the Komagata Maru in English Bay, 1914)
- www.canada.com/theprovince/story.html?id=568e1e2d-8a61-4a14-9677-0e7ef14b7423&k=95739
(Famous archived newspaper photo “Off to War,” New Westminster, 1940)
- <http://en.wikipedia.org/wiki/Image:TerryFoxToronto19800712.JPG>
(Photo of Terry Fox 1980)
- <http://archive.greenpeace.org/comms/pics/for91.jpg>
(Clayoquot Sound forestry clearcut protest photo, 1993)
- www.bcarchives.bc.ca (Collection of British Columbia archived photos online)
- www3.vpl.vancouver.bc.ca/spe/histphotos/
(Collection of Vancouver Public Library photos online)
- www.vpl.ca/gunterman (Mattie Guntermann – photographer, late 1800s)
(Leonard Frank – photographer, 1870-1944)

Other published resources for Grades 8 to 12 teacher guide

- Adachi, K. (1977). *The Enemy That Never Was: A History of the Japanese Canadians*. Toronto: McClelland and Stewart.
- Booth, D. (2005). *Story Drama*. 2nd edition. Toronto: Pembroke.
- Fels, L. & G. Belliveau. (2008). *Exploring Curriculum: Performative Inquiry, Role Drama and Learning*. Vancouver, BC: Pacific Education Press.
- Forsythe, M. and G. Dickson. (2007). *The BC Almanac Book of Greatest British Columbians*. Madeira Park, BC: Harbour Publishing.
- Guterson, D. (1995). *Snow Falling on Cedars*. New York: Vintage Books.
- Kitiawaga, M. (1985). *This is My Own: Letters to We*. Chicago: Northwestern U Press.
- Kogawa, J. (1981). *Obasan*. New York: Anchor Books.
- Mickleburgh, R. (2005, June 11). Sea lice double in wild salmon, DFO finds. B.C. & Sports. *Globe & Mail*, pp. S2.
- Morgan, N. & J. Saxton. (2006). *Asking Better Questions*. 2nd edition. Toronto: Pembroke.

- O'Dor, R.K. (2003). *The Unknown Ocean: Baseline Report for the Census of Marine Life*. Washington, DC: Census of Marine Life.
- Ratsoy, G. (Ed.) (2006). *Theatre in British Columbia*. Toronto: Playwrights Canada Press.
- Ratsoy, G. and J. Hoffman. (Eds.) (2001). *Playing the Pacific Province: An Anthology of British Columbia Plays*. Toronto: Playwrights Canada Press.
- Young, M. L. (2005, May 20). B.C. Fish Farmers Face a Strong Current. Report on Business. *Globe & Mail*, pp B2.

Appendices

Appendix A

Profile of person

Name:

Age:

Members of your family:

How long you've lived in Canada:

Occupation:

Appendix B

Notable BC individual

Year born:

Death:

Family details:

Home town(s):

Contribution to society:

Significance to BC history:

Significant moments in your life:

Appendix C

Gala evening agenda

1. One by one, share for two minutes each why you think you were invited to this gala evening of notable BC people.
2. If you had a second chance in life, would you do the same thing or change anything? Why? You have about two minutes each to share your thoughts.
3. Two moments in your life: a happy, glorious one and an unhappy, sad, perplexed time. Explore such moments with the use of an imagined photo of you expressing these different feelings at one point in your life. This will be done in pairs with your partner role playing an interviewer asking you about these moments.
4. Debriefing and reflecting on the evening's event. What did you discover about your notable figure and others?

Appendix D

Olympic and Paralympic Games

Task List for Your Company

Congratulations on winning the Olympic and Paralympic Games bid! Here are the tasks that your company will need to undertake to fulfill your contractual obligations. Consult with the information provided to help with any budgetary or logistical issues.

1. Fill out the company profile form.
2. Identify your company's action plan.
3. Provide a basic budget. Research and mathematical calculations will be required.
4. What problems do you foresee? How will you resolve these challenges?

Information: *Winter Olympics based on the Salt Lake City (2002) figures.*

- 2400 athletes
- 1500 support staff
- 22,000 volunteers
- 9000 media
- 80 events

(For more information see www.vancouver2010.com)

Company Profile

Company Name:

Number of Employees:

Location of Home Office:

Area(s) of Expertise:

Previous Experience/Contracts:

Reason for Bidding for Olympic and Paralympic Games: