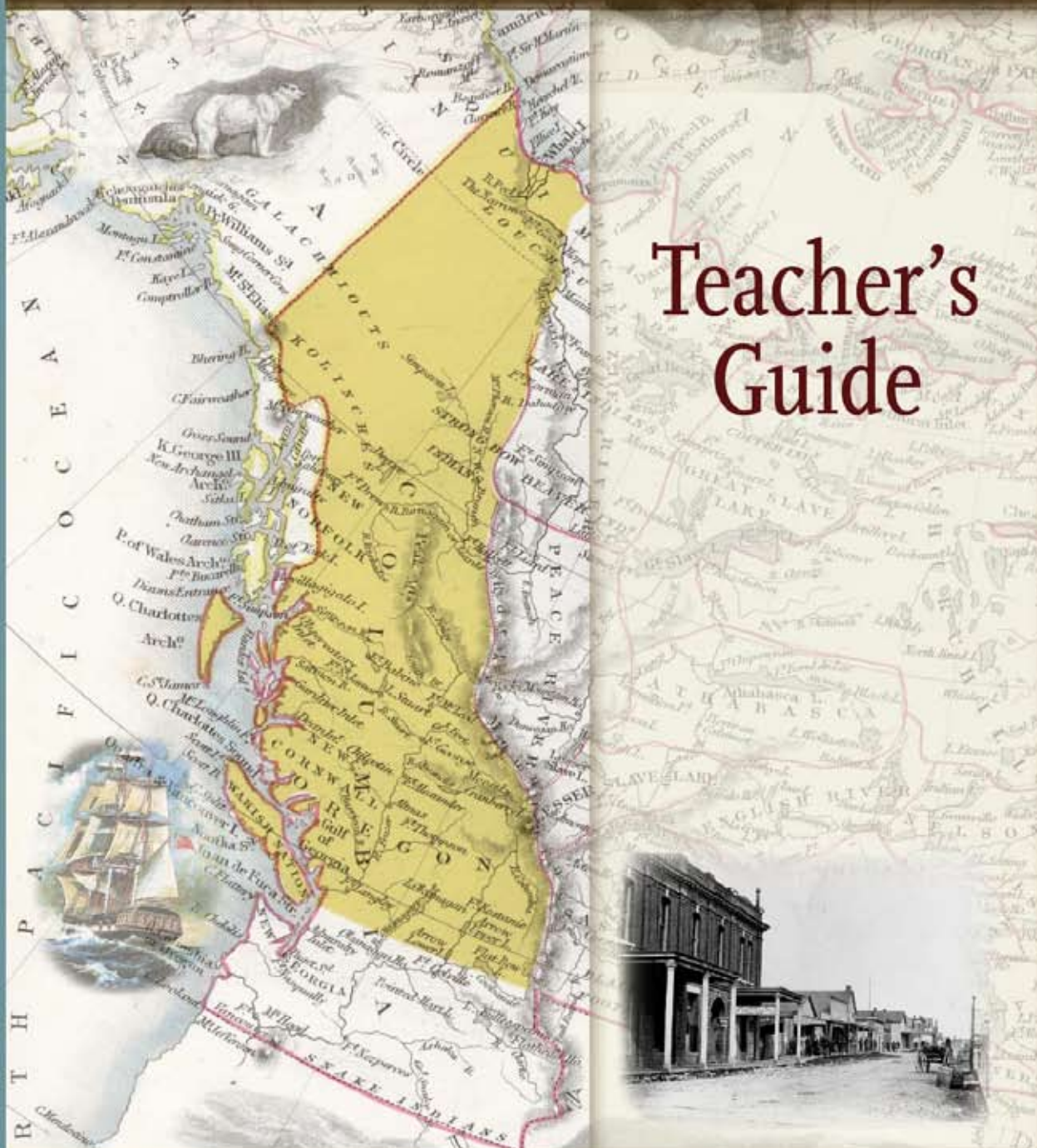


The Rush to BC



Teacher's Guide

Acknowledgements

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A PDF version of this document is available on the Ministry of Education's Social Studies resources website at: www.bced.gov.bc.ca/bc150.

The photographs of Fort Langley were taken by Dale Gregory and permission for their use was granted by Fort Langley National Historic Site.

The following images have been used in this website courtesy of Royal BC Museum, BC Archives:

A-00009	A-03038	A-03910	CM/A496
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A-00347	A-03075	A-04078	E-01107
A-00353	A-03516	A-04098	F-00482
A-00354	A-03530	A-04100	F-05775
A-00355	A-03551	A-04106	G-00121
A-00447	A-03568	A-04239	G-00786
A-00556	A-03617	A-04313	G-00810
A-00558	A-03618	A-04656	G-04380
A-00625	A-03629	A-09603	H-01492
A-00684	A-03786	AA-00838	H-01493
A-00690	A-03787	B-02713	H-01494
A-00902	A-03849	C-01157	H-03766
A-00903	A-03858	C-03668	PDP-00289
A-00937	A-03872	C-03819	PDP-02252
A-01509	A-03875	C-08273	
A-02997	A-03908	C-09493	

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The Rush to BC

The year 2008 marks 150 years since the founding of the Crown Colony of British Columbia in 1858. In this same year, gold was discovered along the Fraser River, and brought a huge (for those days) rush of people to what is now BC. After the gold was mined out, many of the miners and shopkeepers settled here and made a living ranching, logging, fishing, farming, doing other kinds of mining, and working in the little towns and larger cities that sprang up throughout the province.

But the miners weren't the first people hoping to make their fortune here. Early explorers from Europe and America came to Canada and the northwest coast in their sailing ships over 200 years before. They were looking for a shortcut to the East, with its silks and spices and valuable trading goods. They didn't find silks and spices in this wild, rugged land, but they did find a huge source of furs, which were greatly valued in China and Europe.

The fur trade was vibrant for many years, and the fur trading companies built trading posts along the trade routes, as well as some larger forts not only for trading but also to establish a claim on the land with its furs and other riches. The fur trade eventually did fall off, but many trappers and traders stayed on and settled here. More settlement occurred as other resource industries sprang up and people came looking for work and a new life, and this continues right up to today.

The Rush to BC Learning Package

We invite you to explore the early rush to BC through the *Rush to BC* Learning Package. The project was developed to support the BC150 Years celebrations. These activities were designed for students to learn about how and why some of the first Europeans, such as fur traders and gold miners, came to BC.

The activities are designed to provide teachers with ideas and resources to support learning about BC history in the classroom. The resource is not directed to a specific grade level, nor is it designed to be completed in a step-by-step order. Teachers are encouraged to review the materials and select aspects that will meet the needs, abilities and interest of their students. This resource complements some of the activities outlined in the *Far West: The Story of British Columbia – Teacher's Guide*.

This learning package comprises a teacher component with a pdf teacher's guide, picture gallery booklet and a booklet of historical readings. There is also an online student section with illustrated maps, picture galleries and historical readings.

1. Teacher's Guide

The teacher's guide provides a selection of individual activities for teachers to use in their classroom. Each activity includes learning objectives, focus questions, background information, suggested procedures, teacher resources, and supporting websites. Several extension activities are also included. Each activity is a discrete idea to use as you feel appropriate in the classroom.

2. Picture Galleries

The picture galleries support the activities and include historical photos from the BC Archives. The picture reading strategy demonstrated in several of the activities provides a way to deepen comprehension of historical images, and can be applied to most of the other images in *Rush to BC*.

3. Historical Readings

The third part of the package is a collection of passages from BC history books. These passages provide authentic historical resource material for background information. The reading level may be too high for younger students to read independently, but the teacher might wish to read the passages aloud or describe the information.

4. Student Online Activities

The student online component supports the activities outlined in the teacher's guide and provides a variety of illustrated and animated maps, background information, picture galleries, and the historical readings.

Cultural Sensitivities

The Ministry of Education recognizes that this document focuses on the colonial aspect of BC history. It contains activities that illustrate discrete aspects of BC history related to the arrival of the Europeans to the northwest coast of North America.

Teachers are encouraged to meet with the Aboriginal Education Coordinator/ Aboriginal District Principal in their district to discuss how to complement the stories of the early explorers, fur traders and gold miners with Aboriginal stories and activities. This will assist teachers in building a foundation for a shared future with Aboriginal people in BC.

When using or developing resources and curriculum material that integrates Aboriginal content, teachers are encouraged to consider the following values:

- hearing from the source to ensure authentic Aboriginal voice and content, instead of simply relying on research done by non-Aboriginal people
- establishing personal relationships with Aboriginal people who are sources of the knowledge
- recognizing the great diversity among Aboriginal people
- respecting community-based protocols for communication when seeking information
- always including the source and the context in which the stories and resources were provided

Prescribed Learning Outcomes

This resource package is not designed for a particular grade level, therefore specific Prescribed Learning Outcomes are not identified in the activities. Generally, the activities in this resource package address BC social studies learning outcomes related to skills and processes, including:

- critical thinking
- mapping
- gathering information
- presentations

The activities in this resource package also address BC English Language Arts learning outcomes related to:

- oral language (listening and speaking)
- reading and viewing
- writing and representing

To review the Social Studies and Language Arts Prescribed Learning Outcomes, please go to www.bced.gov.bc.ca/irp/.

Assessment

As this resource package is not designed for a particular grade level, assessment practices are not specified in the activities. Teachers are encouraged to determine the criteria for assessment with their students, promote self and peer assessment, and use the Integrated Resource Packages (IRPs), BC Performance Standards or other criteria-based assessment as appropriate.

Complementary Reading

Teachers are encouraged to supplement the activities by having students read fiction related to this time period in BC history. A few suggestions follow. Some of these items may be out of print, identified by “o/p” but may be available in your school or public library.

Cariboo Gold Rush (1860s):

The Doctor's Apprentice, by Ann Walsh (o/p)

Zachary's Gold, by Stanley Crumm (o/p)

Our Canadian Girl – “Lisa” series, by Priscilla Galloway (1860s, travelling via wagon to the Cariboo)

Dear Canada: A Trail of Broken Dreams, The Gold Rush Diary of Harriet Palmer, by Barbara Haworth-Attard

Cariboo Runaway, by Sandy Frances Duncan (o/p)

Barkerville Gold, by Dayle Campbell Gaetz

Three Against Time, by Margaret Taylor

Quest in the Cariboo, by John F. Hayes (o/p)

Moses, Me, and Murder, by Ann Walsh

Fraser Valley Gold Rush

The Golden Rose, by Gayle Campbell Gaetz (o/p)

Hell's Gate, by Susan Lancaster (o/p)

Gold Rush Orphan, by Sandy Frances Duncan

Other

Kensuke's Kingdom, by Michael Murpurgo

Dear Canada: A Ribbon of Shining Steel, the Railway Diary of Kate Cameron,
Yale, British Columbia, 1882, by Julie Lawson

Four Pictures by Emily Carr, by Nicholas Debon (graphic novel-style)

Other possible resources include the Kids SRC booklist

<http://kidssrc.bclibrary.ca/booklist.htm>

*Especially Week 2 ("Reading on the Railroad")

<http://kidssrc.bclibrary.ca/booklist.htm#Week2>

*and week 4 ("dig in to a good book")

<http://kidssrc.bclibrary.ca/booklist.htm#Week4>

Learning Strategies

The learning strategies and graphic organizers provided in the activities are suggestions only. Teachers are invited to use their preferred instructional tools if more appropriate to the class. These strategies might include Think-Pair-Share, K-W-L charts, Venn diagrams, Partner Talk, Sort and Justify, 3-2-1 and so on.

Resources

Throughout this document, additional resources have been identified including web links, connections to *Far West: The Story of British Columbia* by Daniel Francis, and the *Encyclopedia of BC*. A resource list is included at the end of the document.

The web links have been selected from sites that most likely will remain in operation for a significant period of time. It should be noted that this is a selection of web links rather than an exhaustive list of all possible links on these topics. At the time of posting these web links were accessible.

Far West: The Story of British Columbia can be accessed electronically at www.knowbc.com/learninglayer/learninglayerhome.html.

Encyclopedia of BC can be accessed electronically at www.knowbc.com/index.asp. Please contact your school librarian to receive your school pass code for access to this material.

Activity 1 – Early Explorers

Learning Objective

Students will gain an understanding of the reasons for, and the sequence of, the exploration of what is now Canada. This exploration led to knowledge of British Columbia – one of the last regions of the world to be mapped and explored.



Focus Questions

1. What improvements to ships and navigation led to the Age of Exploration?
2. What were the early explorers looking for?
3. Who were the first Europeans to come to North America?
4. Who were the major explorers of what is now Canada?

Procedure

Part 1 – Research

1. Using a familiar classroom strategy (e.g., webbing, brainstorming, a B-K-W-L-Q chart), engage students in a discussion about early explorers to set the stage for this activity and to activate their prior knowledge.
2. Using the list of explorers on page 9, have students conduct research to learn about all or some of these early explorers. This could be done in teams, pairs or individually.
 - Provide a set of library books to younger students to conduct their research.
 - Provide the URLs listed on page 8 to older students to assist them in their research.
3. Instruct students to find the following information about the explorers:
 - country or company they were working for
 - what they were looking for
 - what they found or explored
 - highlights of their exploration
4. The students could document their research on one of the two worksheets on pages 10 and 11 (younger students could use the Explorer Information Chart, older students the Explorer Questionnaire).

Early Explorers of Canada

In the late 1200s, Marco Polo travelled overland to China and returned with news of the spices, silks and other riches that were available in Asia. European mariners began looking for an easier route to the markets of Asia by sea. In 1492, Columbus became the first European since the Vikings to reach the Americas, although he was not aware of what he had done. He thought he had reached the East Indies and called the natives Indians. He had sailed westward instead of the traditional route south down the coast of Africa around the Cape of Good Hope and into the Indian Ocean.

The Age of Exploration had begun earlier with the development of ships with three masts instead of one and sails and rigging that allowed them to sail faster and in more difficult wind conditions. Better navigation equipment had also been developed, including the astrolabe, compass, hourglass, and a knotted rope to determine ship speed. The financial support of rulers across Europe was another major factor in allowing voyages of discovery to proceed.

Prince Henry, the Navigator of Portugal, founded a school for teaching navigation and sponsored expeditions south on the coast of Africa. He was an early advocate of exploration, as were the Spanish, who commissioned the Italian mariner Christopher Columbus to find a new route to the Indies by sailing westward.

The Portuguese and the Spanish were the leading sea-faring nations at this time and in 1494, the Treaty of Tordesillas divided the known world down the middle of the Atlantic, with Spain having rights to all lands west of the line and Portugal having the right to all lands east of the line to the coast of Asia. This treaty was ignored by other sea-faring nations.

In 1497, John Cabot led the first English expedition westward and he also thought he had reached Asia. It wasn't until 1501, when Amerigo Vespucci explored the east coast of South America where there was not supposed to be a large landmass, that it became obvious this was a new country that he called the *Mundus Novus* or New World. His first name was used to name our continent. The event that finally proved that North and South America were new continents was the circumnavigation of the world by the Spanish expedition of the Portuguese mariner Ferdinand Magellan from 1519 to 1522.

The search then turned to various ways to reach the riches of the East and became known as the search for the Northwest Passage, in the area of what is now Canada.

Once it was established that there was land to the west between Europe and the East Indies; exploration proceeded to determine what the new continent was like and whether there was a route around this land to the riches of the East. The French sent Cartier and Champlain to the new continent and the Dutch sent Hudson to explore further south along the east coast. The English focused on finding a Northwest Passage around the new continent. Once a foothold was established on the east coast, the Hudson Bay Company and the Northwest Company competed for furs as they explored their way westward across the land. At the same time, the Russians, the Spanish and the English were competing for control on the west coast.

Part 2 – Mapping

1. Provide students with the map that corresponds to the explorer they are researching, pages 14, 16, 18 and 20. For example, students researching John Cabot will use Map 1, students researching John Franklin will use Map 2.
 - Younger students could be provided with the answer key maps to identify major features and to colour the map to appreciate the routes of the explorers.
 - Older students could map the routes of their explorer when their research is completed.

Please note: Several of the early explorers made more than one trip and their travels were spread over a number of years to or in Canada. The maps provided focus on first explorations of an area and the progression of exploration westward. Students are likely to find additional explorers and routes while doing their research.

As well, the detail on the maps of Canada provided is not sufficient to adequately show the methods of travel by the early explorers and fur traders as they moved westward across the continent. Because the Canadian Shield and the Prairies were fairly level, it was possible for explorers to paddle and line (pull) their canoes up streams to reach the headwaters, portage over the low height of land to the headwaters of the next river system, and then paddle downstream and westward – making the canoe the major method of transportation during the fur trade era.



Activity 1 of the **Rush to BC website** includes illustrated maps showing selected routes of each explorer.

Part 3 – Presenting Learning

1. Have teams or individuals present their research on their selected explorer to the rest of the class. A wall map of North America would be useful to assist students in showing the route of their explorer.
2. Alternatively, students could pretend they were the explorers and the crew, and tell the story of their travels to the rest of the class. For ideas on incorporating historical information into student drama presentations, see the *History in Action* drama guides also available on the Ministry of Education BC150 website.

Resources

- Early Explorers of Canada
- Explorer Information Chart or Explorer Questionnaire
- Map 1 - East Coast of Canada
- Map 1 - East Coast of Canada Answer Key
- Map 2 - Arctic North America
- Map 2 - Arctic North America Answer Key
- Map 3 - Northern North America
- Map 3 - Northern North America Answer Key
- Map 4 - Western North America
- Map 4 - Western North America Answer Key
- Rush to BC website - Activity 1 student pages

Web Resources

Explorers

www.collectionscanada.gc.ca/2/24/h24-200-e.html	Explorers' Index – Pathfinders and Passageways
www.heritage.nf.ca/exploration/early_ex.html	Early Exploration: Newfoundland and Labrador Heritage
http://atlas.nrcan.gc.ca/site/english/maps/historical/exploration	Exploration 1497 to 1760
http://score.rims.k12.ca.us/activity/newworld/	An Adventure to the New World

Sailing and Types of Ships

www.abc.se/~pa/bld/shiptype.htm	Boat and Ship Types
www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml	BBC – History – Life at Sea in the Royal Navy of the 18th Century
http://beyondthemap.ca/english/ships.html	

Life at Sea

www.beyondthemap.ca/english/daily.html	Beyond the Map – Daily Ship Life
www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml	BBC – History – Life at Sea in the Royal Navy of the 18th Century

Early Explorers of Canada

Map One: East Coast of Canada

Bjarni Herjolfsson and Leif Ericsson	Norse around 1000 A.D.
John Cabot	English in 1497
Jacques Cartier	French in 1534 and 1535
Samuel De Champlain	French in 1613

Map Two: Arctic North America

John Davis	English in 1587
Henry Hudson	to Hudson's Bay - English in 1610
William Baffin	English in 1616
John Franklin	English in 1845

Map Three: Northern North America

Henry Kelsey	Hudson Bay Company in 1690–1692
Pierre Gautier La Verendrye	Northwest Company in 1731–1739
Peter Pond	Northwest Company in 1783–1787
Alexander Mackenzie	Northwest Company in 1789–1793

Map Four: Western North America

Vitus Bering and Aleksey Chirikoff	Russia in 1741 and 1742
Juan Hernandez and Francisco Quadra	Spain in 1774 and 1775
Captain James Cook	English in 1776–1779
Captain George Vancouver	English in 1792–1795

Explorer Information Chart

Student Name _____

Explorer Name	Dates of Exploration
Home Country	
What was the explorer was looking for?	
What did the explorer find or what was explored?	
The most interesting thing I found out about this explorer is...	

Explorer Questionnaire

Student Name _____

Explorer name: _____ Dates of Exploration: _____

What country or company did the explorer work for? _____

What was the explorer was looking for? _____

Why did the explorer choose this route? _____

What did the explorer find or what was explored? _____

What were the highlights of the exploration? _____

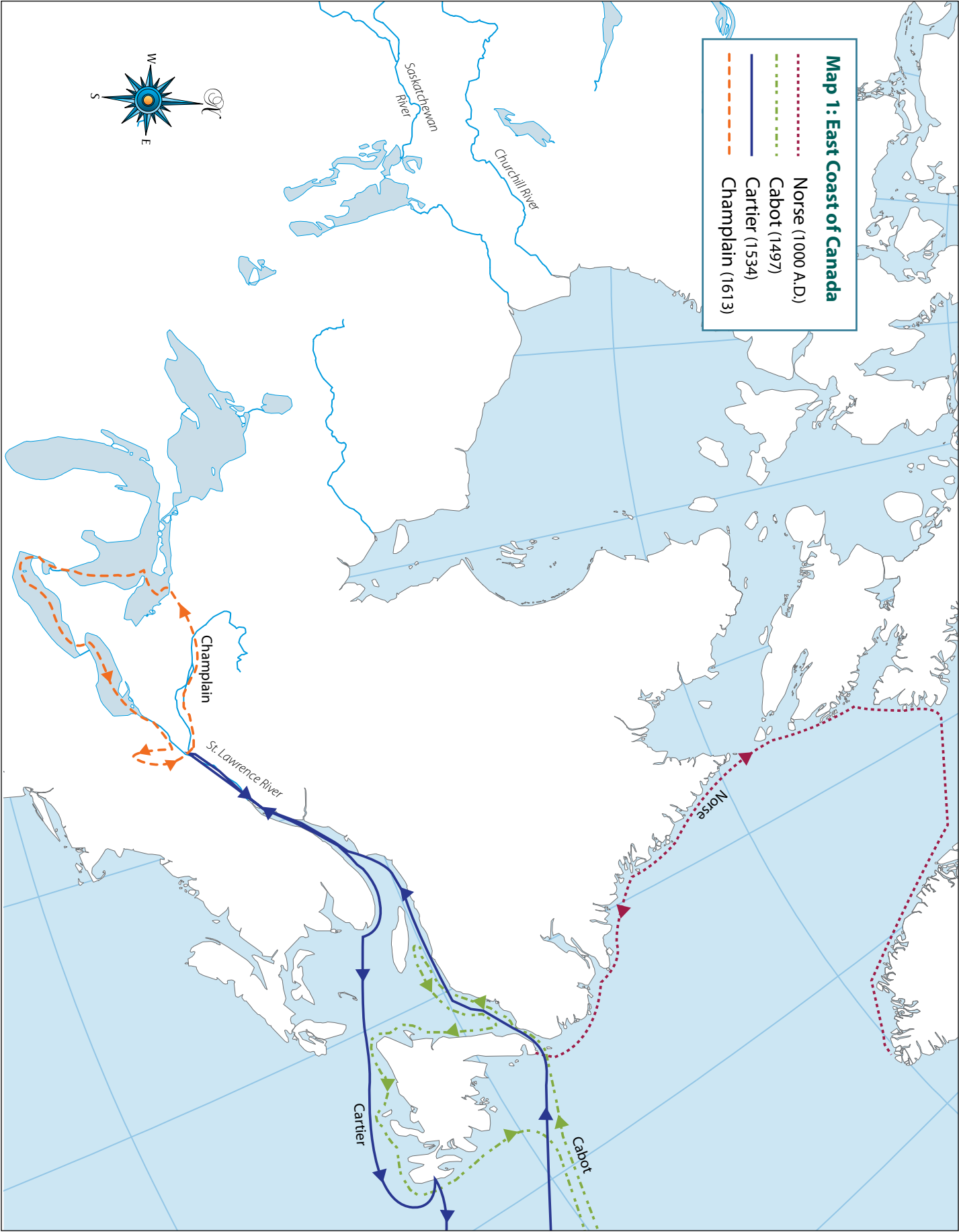
Map 1 - East Coast of Canada



Explorer: _____

Student Name: _____

Map 1 - East Coast of Canada Answer Key



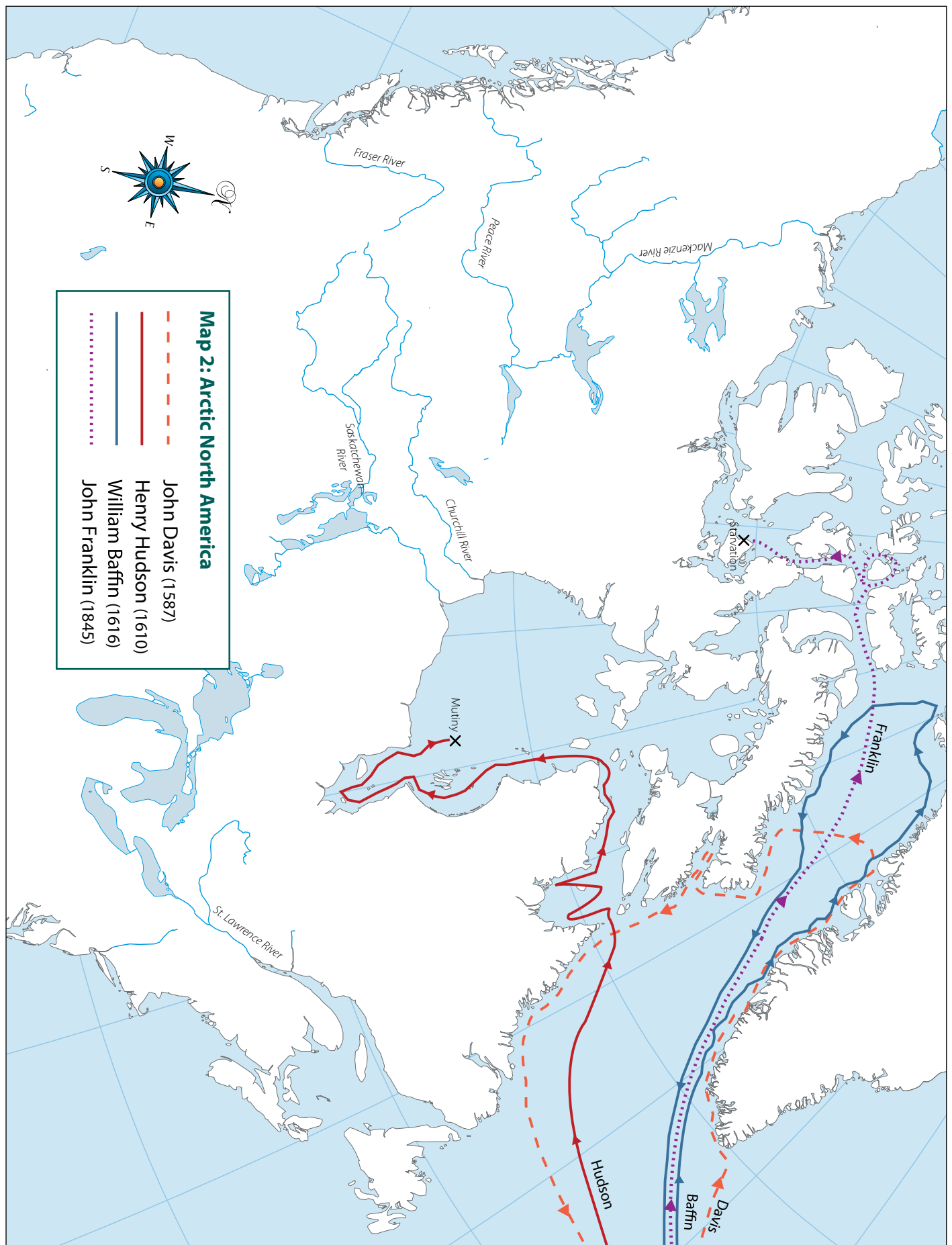
Map 2 - Arctic North America



Explorer: _____

Student Name: _____

Map 2 - Arctic North America Answer Key



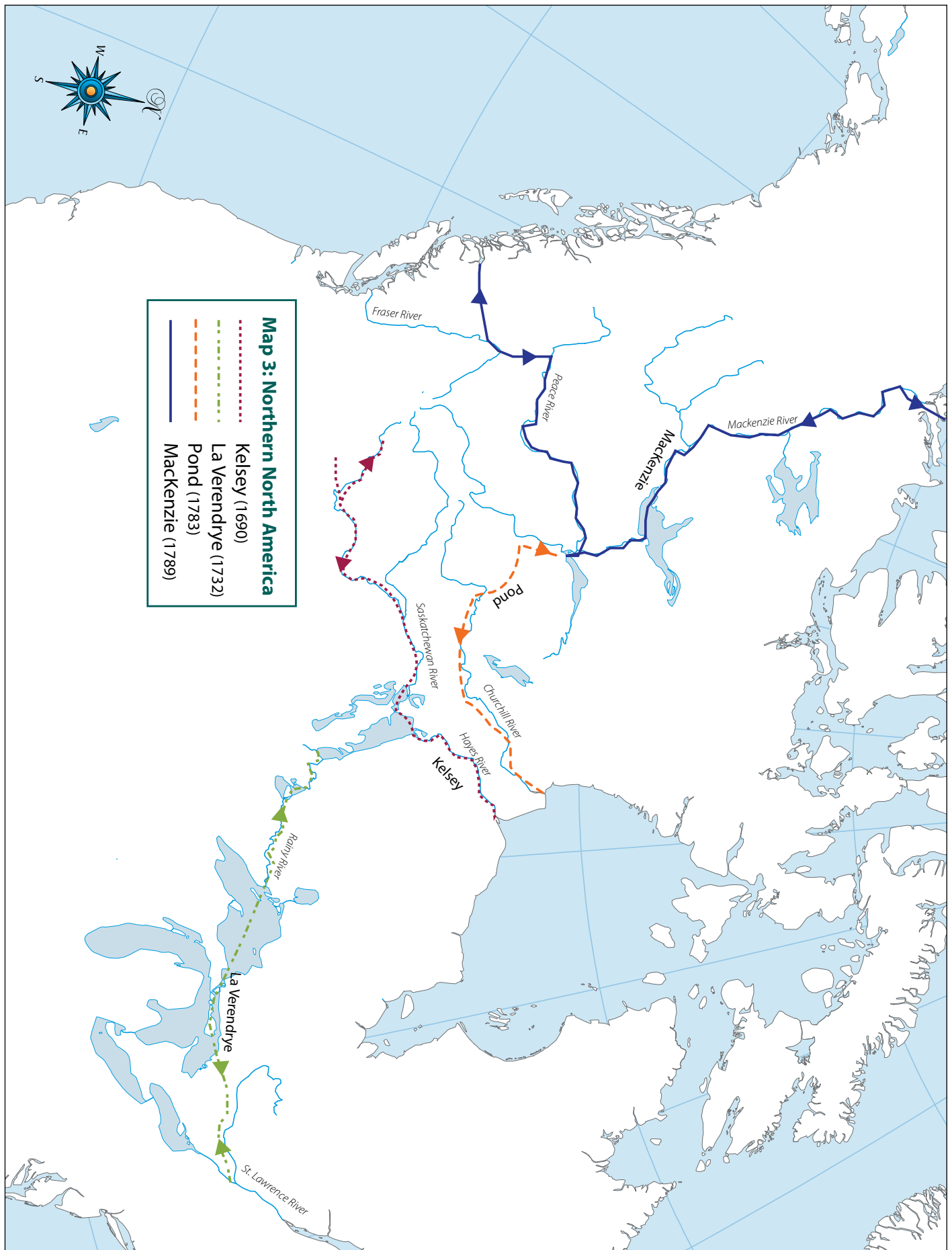
Map 3 - Northern North America



Explorer:

Student Name:

Map 3 - Northern North America Answer Key



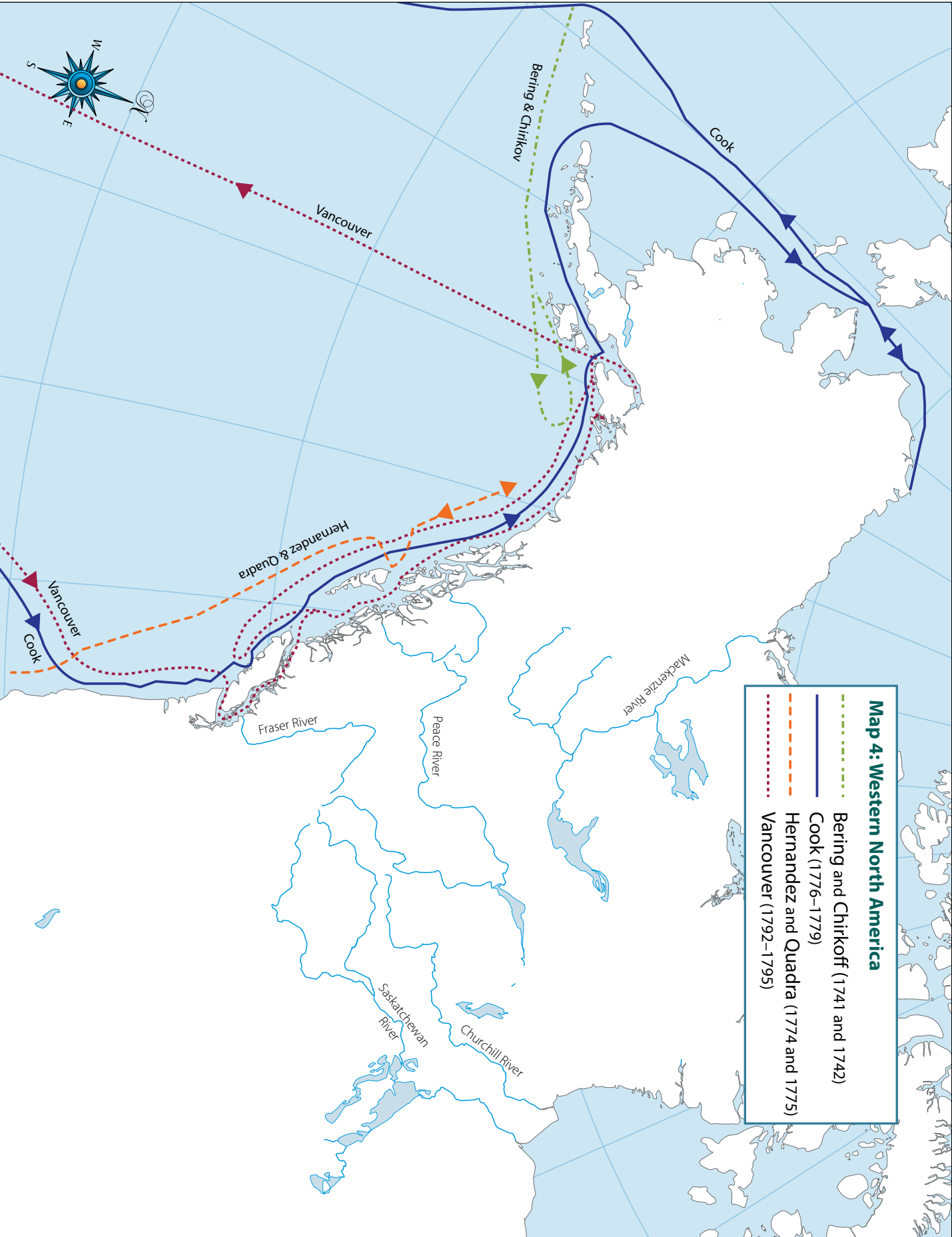
Map 4 - Western North America



Explorer: _____

Student Name: _____

Answer Key Map 4 - Western North America



Activity 2 – Captain Vancouver’s Voyage to the Northwest Coast of BC

Learning Objective

Students will become familiar with the route that Captain Vancouver took to come to British Columbia. They will also gain an appreciation of the difficulty in completing a voyage of that distance and length of time, the reasons why this voyage took place, and its importance in the history of British Columbia.



BC Archives pdp00289

Focus Questions

1. Why was Captain Vancouver coming to British Columbia?
2. How did he know the route to get to British Columbia?
3. How long did it take him to get to British Columbia?
4. Was he successful in carrying out his orders?

Changing the Course of BC History

Captain Vancouver was a key player in the course of BC history. In the 1790s, the British sent Captain Vancouver to the Northwest coast of America for two reasons. On March 20, 1791 the Admiralty in London instructed him to lead an expedition to take back buildings and lands that had been seized from British subjects by the Spanish in 1789 and establish a border between British and Spanish claims to the land. He was also to carry out a systematic survey of the entire Northwest coast between latitudes 30 and 60 degrees. Vancouver was instructed to verify whether or not there was a Northwest Passage.

He was returning to familiar territory as he had served with Captain Cook on his third voyage which followed the same route and stopped at Nootka Island in 1778. Cook also explored the North Pacific in hopes of finding the Northwest Passage, which would give the British a short-cut to China and Southeast Asia and its riches.

Vancouver was not totally successful in carrying out his orders as he and the Spanish explorer, Juan Francisco de la Bodega y Quadra, could not agree on the border between Spanish and British areas of control. The Nootka Convention was signed three years later in Madrid and London, after considerable negotiation and some threats of war.

The effect of this agreement favoured the British as they were the empire pursuing the fur trade both on the coast by ship and inland with the explorations of Mackenzie, Fraser, and Thompson. The final result was that the Spanish withdrew and did not return. The British and the Americans were now competing for the Oregon Territory (Washington and Oregon), and New Caledonia (now British Columbia) was coming under the control of British fur traders.

Procedure

1. Using a familiar classroom strategy (e.g., webbing, brainstorming, a B-K-W-L-Q chart), engage your students in a pre-mapping discussion about Captain George Vancouver to set the stage for this activity and to activate their prior knowledge.
2. Explain to students that they are going to map the voyage of Captain Vancouver from England to the coast of British Columbia. Have a globe and a wall map of the world available to refer to during the lesson. Show the students on a wall map of the world or the globe the location of England and British Columbia. Using strategies such as “Think, Pair, Share” have them discuss what routes could be taken to travel from England to the coast of BC. Possible questions could include:
 - Which route is shorter; around South America or across the Indian and Pacific Ocean? (The Cape Horn route is about 30,000 km and the Cape of Good Hope route is between 40 and 45,000 km.)
 - Why would the explorers decide to take the longer route? (The route around Cape Horn was difficult because of the weather and winds and the fact that Cape Horn is much further south and colder. Also, the Spanish controlled the west coast of South America and Mexico and did not want explorers to use that route.)
3. Provide students with either the blank map (Map 1) on page 26 or the map with locations identified with black dots (Map 2) on page 27, depending on their skill level, as well as the route description on page 25.
4. The map lesson could begin by having students identify all the continents. Younger students could colour the map and mark in the major water bodies.
5. Have students use atlases to look up the locations identified on the route description and add the locations to their map. Students can then link the locations to illustrate the route travelled by Captain Vancouver.
6. Have students include the arrival and departure dates from the route description on their map.



Activity 2 of the **Rush to BC website** contains an illustrated map showing Captain Vancouver’s voyage to Northwest BC. Students can follow along the route and find out more about the voyage and life on board at that time.

7. Place students in groups, assigning recorders and reporters, and engage them in a discussion about the journey using the questions of interest such as the following:
 - What are some of these places called now? (New Holland-Australia; Otaheiti-Tahiti; and Owhyee-Hawaii)
 - How would you find out how to get from one place to the next or get to a place you have never been before? (Ask someone who has been there or find a map.)
 - What if there is no map and you don’t know anybody who has been there? (You explore and make a map as you go so that the next person knows where to find the place.)
 - How do you know where to place locations on the map? (By navigation methods.)
8. To conclude the activity, have students present their learning in a format of their choice (e.g., skit, illustrated booklet, group display).

Extension Activity

Although Sir Francis Drake's voyage took place over 200 years prior to Captain Vancouver's voyage, life aboard sailing ships did not change much in that time.

1. With older students, have them review the websites about Sailing and Types of Ships, and Life at Sea listed on page 26 and the excerpts from Samuel Bawlf's book on Sir Francis Drake contained in the *Rush to BC Historical Readings*. After students have reviewed the materials, have them discuss and consider ideas such as:
 - life on the sailing ships (e.g., provisioning)
 - research on scurvy (what it is, why it happens, why it doesn't happen now, other diseases that affected early sailors during extended voyages)
 - maintenance of wooden ships (e.g., careening)
 - In the Indian Ocean Captain Vancouver's ship travelled 10,000 km in 30 days. It took 60 days to travel the same distance in the Pacific Ocean between Tahiti and Cape Mendocino, not counting the two weeks spent in Hawaii. Why did they travel so much faster in the Indian Ocean than in the Pacific Ocean? (Favourable winds and currents and lack of storms.)
 - How can sailing ships travel forward when the wind is against them? (Hold a discussion about tacking.)
2. Consider inviting a local sailing expert into the classroom to talk about modern-day sailing.



The **Activity 2 Historical Readings** feature information about life aboard ship from Samuel Bawlf's book on Sir Francis Drake. Younger students may need assistance in reading these passages.

Resources

- Vancouver's Route to the Northwest Coast description
- Captain Vancouver's Voyage to the Northwest Coast - Map 1 or Map 2 Blackline Masters
- Answer key for the map activity
- Activity 2 Historical Readings (for extension) - Excerpts from Samuel Bawlf's *The Secret Voyage of Sir Francis Drake*
- Rush to BC website – Activity 2 student pages

Web Resources

Captain George Vancouver

www.vancouvermaritimemuseum.com/page211.htm	Vancouver Maritime Museum – Captain George Vancouver
www.collectionscanada.gc.ca/2/24/h24-1730-e.html	Vancouver’s Guide to the Northwest coast – The Pacific Coast – 18th Century – Pathfinders and Passageways
www.canadiana.org	

Captain Cook

www.bbc.co.uk/history/british/empire_seapower/captaincook_scurvy_01.shtml	BBC – History – Captain Cook and the Scourge of Scurvy
www.cptcook.com/cooknews.html	News on the Captain’s Events
www.mariner.org/educationalad/ageofex/cook.php#	The Mariners’ Museum: Newport News, Virginia
www.captaincooksociety.com/	Captain Cook Society (CCS) Home Page

Sir Francis Drake

www.nmm.ac.uk/server/show/conWebDoc.140	Sir Francis Drake (1542-96); Explorers & leaders; Maritime, sea & ships; Fact files & in-depth
www.bbc.co.uk/history/historic_figures/drake_francis.shtml	BBC – History – Sir Francis Drake (c.1540 - c.1596)

Sailing and Types of Ships

www.abc.net.au/navigators/ships/history.htm	The Navigators – The Ships – The History of Sailing Ships
www.beyondthemap.ca/english/ships.html	Beyond the Map – Ships and Technology

Life at Sea

www.beyondthemap.ca/english/daily.html	Beyond the Map – Daily Ship Life
www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml	BBC – History – Life at Sea in the Royal Navy of the 18th Century

Additional Resources - Encyclopedia of British Columbia

Using the following keywords students could learn more about elements of this activity. Contact your school librarian for your school password to this resource.

Cook, James
Vancouver, George
Fur Trade, Maritime
Nootka Sound Controversy
Drake, Francis
Spanish Exploration

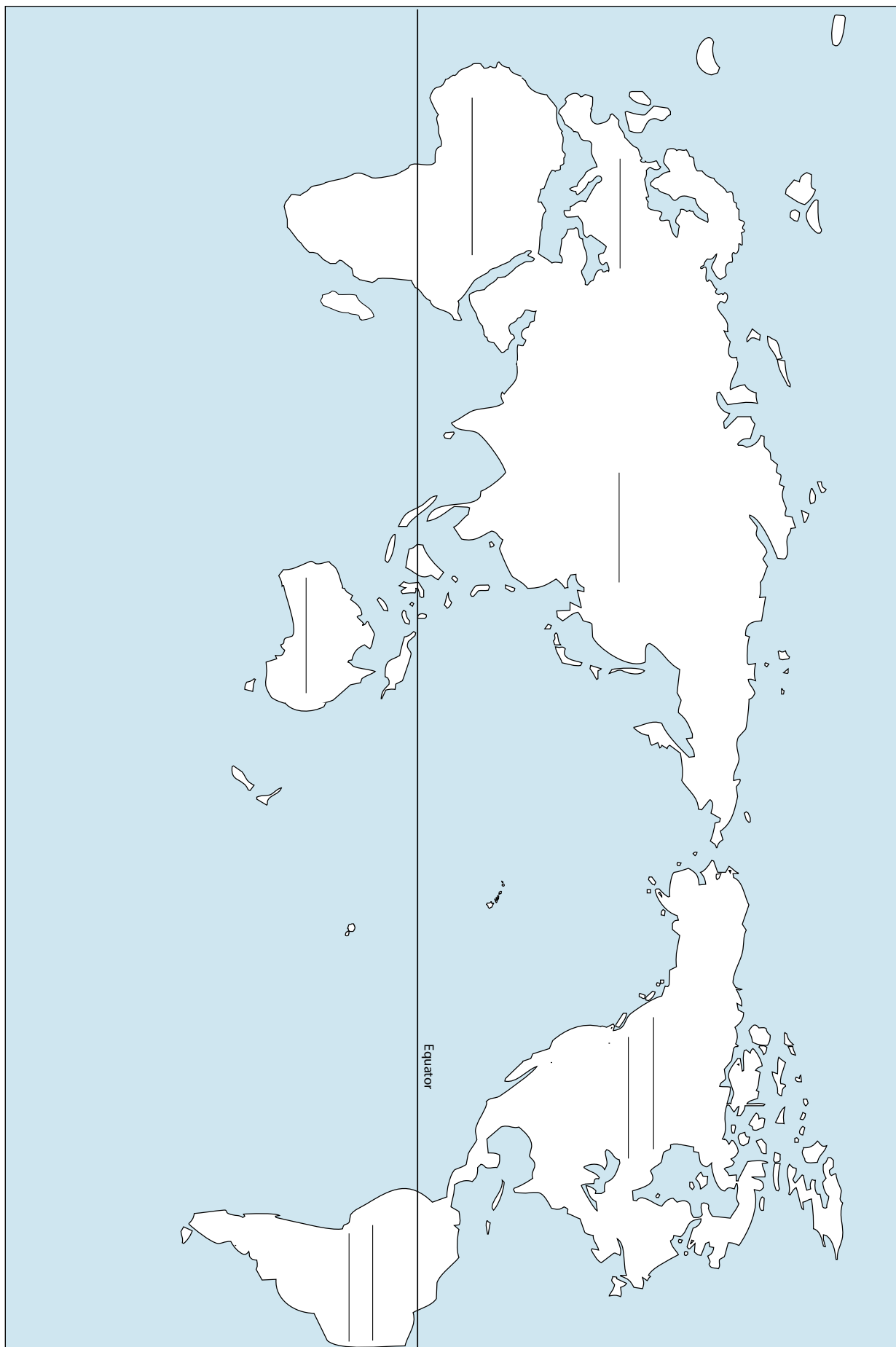
Vancouver's Route to the Northwest Coast

The following information, taken from letters by Archibald Menzies, the botanist and surgeon on the Vancouver expedition, and sent to Sir Joseph Banks, who had been on the Cook expedition, outlines the route from England to the coast of British Columbia.

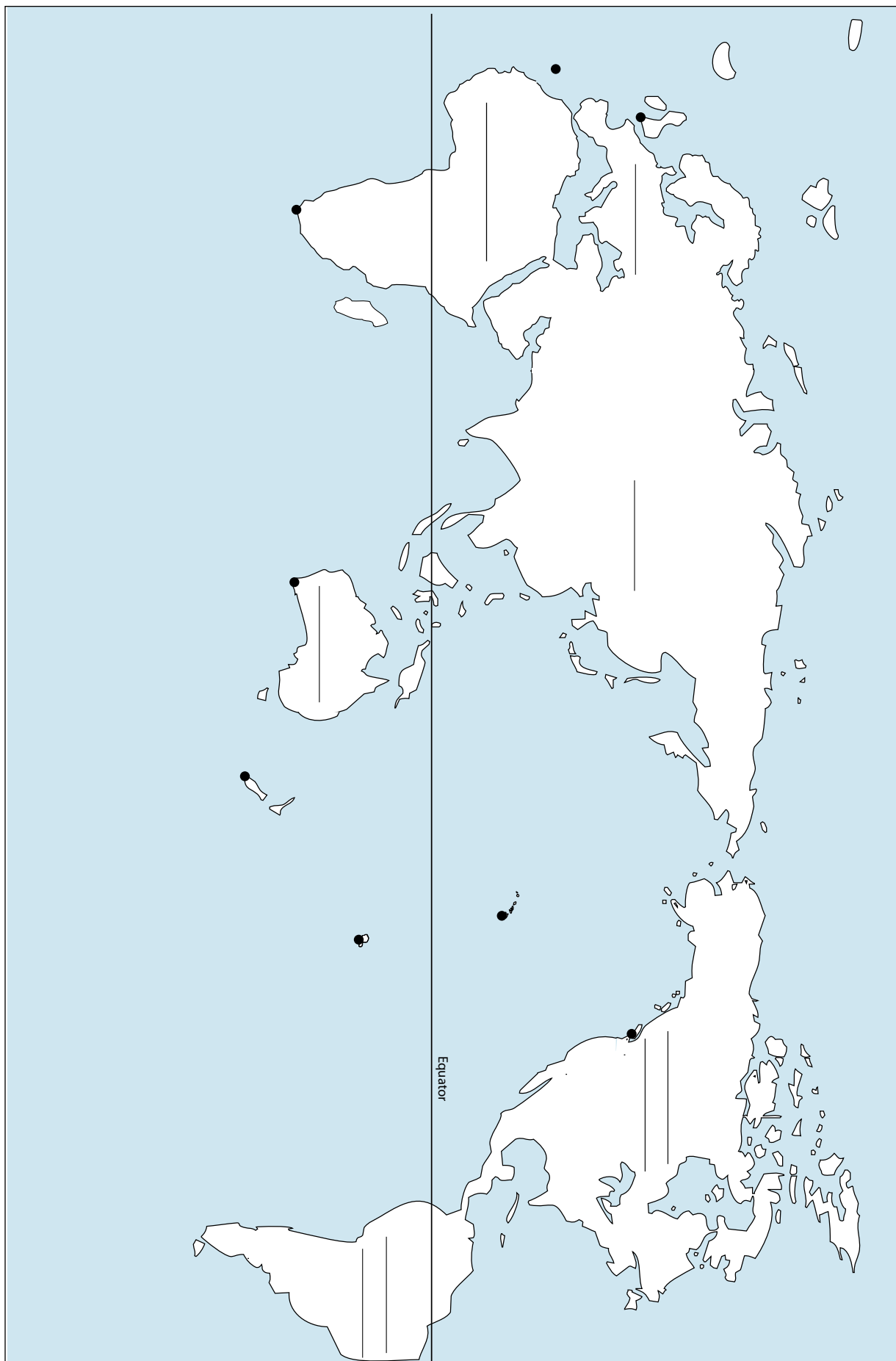
Departed Falmouth near Land's End, England	April 1, 1791
Arrived Island of Madeira off the coast of Spain	April 24, 1791
Arrived Cape of Good Hope, Africa at 34 degrees South	July 10, 1791
Departed Cape of Good Hope	August 27, 1791
Arrived New Holland (southwest tip of Australia)-35 degrees South	September 26, 1791
Departed New Holland	October 15, 1791
Arrived New Zealand (Dusky Sound southern tip) 46 degrees South	
Arrived Otaheiti (now Tahiti) at 18 degrees South	December 30, 1791
Departed Otaheiti	January 24, 1792
Arrived Owhyhee (now Hawaii) at 22 degrees North	March 1, 1792
Departed Owhyhee	March 16, 1792
Arrived New Albion (near Cape Mendocino) at 40 degrees North	April 17, 1792
Arrived Strait of Juan de Fuca at 48 degrees North	April 29, 1792
Arrived Nootka Island after sailing around Vancouver Island	August 29, 1792

Map 1 - Captain Vancouver's Voyage to the Northwest Coast

Student Name: _____

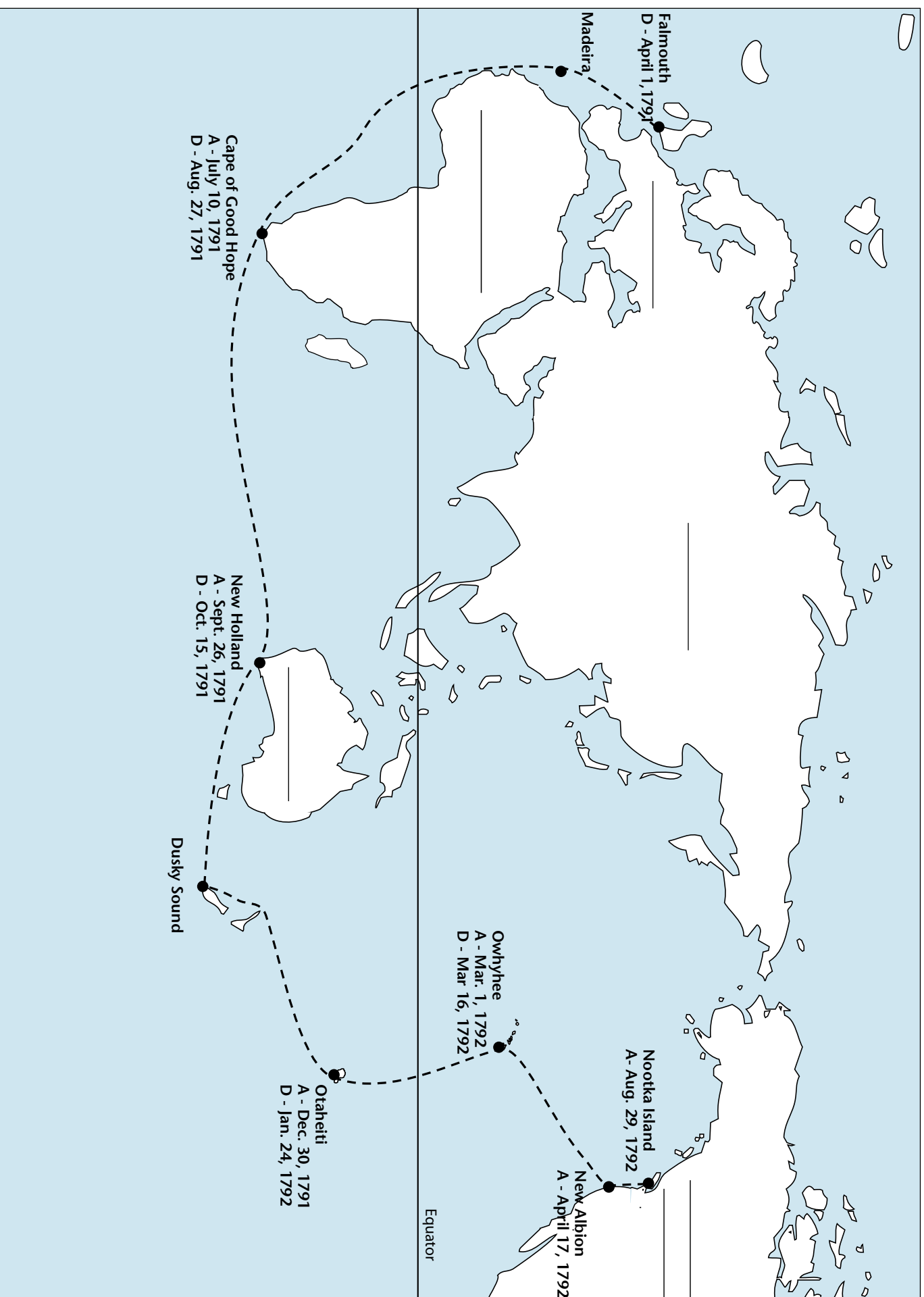


Map 2 - Captain Vancouver's Voyage to the Northwest Coast



Student Name: _____

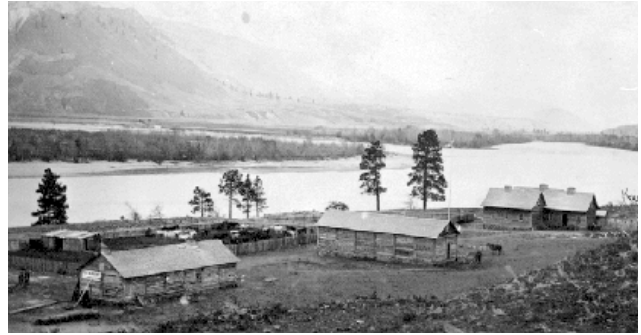
Captain Vancouver's Voyage to the Northwest Coast - Answer Key



Activity 3 – The Rush for Furs

Learning Objective

Students will gain an understanding of the purpose of fur trading and how it contributed to the settlement of British Columbia. Students will also understand the purpose for and layout of fur forts.



BC Archives G-00786

Focus Questions

1. Why did a fur trade exist?
2. How did the fur trade contribute to the settlement of British Columbia?
3. What was the purpose of the fur forts?
4. What buildings and structures were needed to allow a fur fort to carry out its work?

The Search for Furs Comes to the West Coast

During the month Captain James Cook stayed in Nootka Sound in 1778, he and his men traded various items with the Nuu-chah-nulth peoples, including sea otter pelts. Cook was killed in Hawaii on the way to China, but his crew was able to sell the pelts there at a fantastic profit. The news of Cook's voyage inspired a rush for furs among other trading nations. Between 1785 and 1825, approximately 170 ships from Europe and the United States came to the west coast to trade for furs, until the sea otter population was hunted nearly to extinction.

The fur trade was also important in the east and was dominated by the North West Company and the Hudson's Bay Company. The North West Company wanted to find a water route to the Pacific Ocean to get the furs to the coast and onto sailing ships that would get the furs to market in a shorter time. Alexander Mackenzie travelled rivers through the interior of BC to the inlet at Bella Coola in 1793, Simon Fraser explored the Fraser River in 1808, and David Thompson travelled the Columbia River in 1811. None of these rivers provided a feasible route to the Pacific. After a number of fur trading posts were established in New Caledonia, a combination of the Fraser River and the Columbia River, with a long overland trek with horses between Fort Alexandria on the Fraser and Fort Okanagan on the Columbia was established as the New Caledonia Brigade Trail.

The Hudson's Bay Company took over the North West Company in 1821. The HBC traders lived year-round at the trading posts, trading goods with the local people for pelts. The company set up several trading posts closer to the coast, including Fort Langley.

Refer to *Far West: The Story of British Columbia* for more information on this aspect of BC history (www.knowbc.com/learninglayer/farwestmain.html#THEARRIVALOFTHETRADERS).

Fort Langley

Governor George Simpson came up with the idea of a fort in the Fraser area in 1824 and in 1826 the Committee of the Hudson Bay Company in London agreed. In 1827 a site was chosen across the river from present day Maple Ridge and horses and equipment were brought in by boat to clear the land and build the fort. When it was discovered that the Fraser was not navigable from the interior of the province, the fort lost much of its importance. However, it continued to provide a good supply of furs, and also became important for the export of barrels of dried and salted salmon.

In 1839, the fort was moved to a better location opposite an island with deep water access. A year later, the fort burned to the ground but was rebuilt. After the boundary change and the extension of the 49th parallel to the Strait of Georgia, there was a need to establish a new fur brigade trail as the furs could no longer be sent down the Columbia River to the sea. As a result, Fort Victoria and Fort Langley became much more important and a new brigade trail was established between Fort Kamloops and Fort Langley.

Refer to *Far West: The Story of British Columbia* for more information on Fort Langley (www.knowbc.com/learninglayer/farwestmain.html#FORTLANGLEY) and to the Fort Langley National Historic Park (www.pc.gc.ca/lhn-nhs/bc/langley/index_E.asp).

Aboriginal Context

When teaching students about the history of the fur trade and fur forts in BC it is important to include a complementary activity on the Métis. The Métis people were instrumental in enabling the fur trade. Teachers are encouraged to meet with the Aboriginal Education Coordinator/Aboriginal District Principal in their district to discuss how to complement the stories of the early explorers, fur traders and gold miners with Métis stories and activities. This will assist teachers in building a foundation for a shared future with Métis people in BC.

For information about education and the Métis Nation go to:
www.mpcbc.bc.ca/education/education.html

To identify the Métis contact person for your region go to:
www.mpcbc.bc.ca/contact/contact.html

Refer to *Far West: The Story of British Columbia* for more information about Aboriginal people and the fur trade (www.knowbc.com/learninglayer/farwestmain.html#ABORIGINALPEOPLEANDTHEFURTRADE).



The **Activity 3 Historical Readings** feature information about life during the fur trade. Younger students may need assistance in reading these passages.

Procedure

Part 1 – Routes of the Fur Traders

1. Using a familiar classroom strategy (e.g., webbing, brainstorming, a B-K-W-L-Q chart), engage your students in a discussion about the fur trade in Canada to set the stage for this activity and to activate their prior knowledge.

This activity could be combined with “Building a Trading Fort” on page 12 of the *Far West – Teacher’s Guide* (available on the Ministry of Education website).

2. Explain to students that they are going to explore the routes the fur traders took to get the furs to the coast for shipping. Have a globe or a wall map showing the MacKenzie, Fraser and Thompson rivers available to refer to during the lesson. Show the students the routes of the explorers MacKenzie, Fraser and Thompson and discuss the advantages and disadvantages of each route.

Refer to *Far West: The Story of British Columbia* for more information on the routes of the fur traders (www.knowbc.com/learninglayer/farwestmain.html#RIVERTOTHESEA).

3. Invite students to find out about the brigade trails through books and websites (including the Rush to BC website) and have them complete the Fur Brigade Trails map on page 33.
4. Have students use strategies such as “Think, Pair, Share” to discuss what they learn about the brigade trails.

Part 2 – Picture Matching

The second part of the activity involves looking at pictures of various features and buildings in Fort Langley and identifying them.

1. Read or have students read “A Typical Fur Fort” on page 35, and discuss. Explain that students will be looking at pictures of Fort Langley. Show or give out the Picture Reading Strategy for this activity and explain or review how it works.
2. Hand out copies of the Fort Langley Building Identification on page 37 and the Fort Langley Building Identification Clues worksheet on page 38.
3. Show the images on pages 6-8 of the Picture Gallery booklet (or the online Picture Gallery) and have students, individually or in pairs, match each clue to the appropriate photo.
4. When the above activity is complete, hand out copies of the Identifying the Interior of Buildings worksheet on page 40 and explain that these pictures are taken inside or from inside buildings. Students are to look at the sets of pictures and identify the building in which each picture set was taken.

Part 3 – Putting It All Together

1. Students are to present some aspect of what they have learned about the fur trade in BC to the rest of the class. They may do this in a variety of ways (e.g., display, diorama, re-enactment skit, musical, epic poem, website, fiction, mural, research paper).

Resources

- The Fur Brigade Trails Blackline Master
- The Fur Brigade Trails Answer Key
- Description of a typical fort and life in the fort
- Two worksheets and answer keys for the pictures
- Two sets of images: one of buildings and features; the other of interiors
- Rush to BC website - student pages for Activity 3



Activity 3 of the **Rush to BC website** contains an illustrated map of the Fur Brigade Trails, an online version of the Fort Langley activities and Historical Readings.

Web Resources

The Fur Trade

www.pc.gc.ca/lhn-nhs/bc/langley/index_e.asp	Parks Canada – Fort Langley National Historic Site of Canada
www.canadiana.org/hbc/intro_e.html	Exploration, the Fur Trade and Hudson's Bay Company – Introduction
www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003886	Hudson's Bay Company
www.collectionscanada.gc.ca/2/24/h24-1502-e.html	Hudson's Bay Company – Exploring Westward – 18th Century – Pathfinders and Passageways
http://en.wikipedia.org/wiki/Hudson's_Bay_Company	Hudson's Bay Company – Wikipedia
www.manitobamuseum.ca/mu_hudson_bay.html	The Hudson's Bay Company Museum Collection
www.pc.gc.ca/apprendre-learn/prof/sub/tf-ft/histoire-story_e.asp	Parks Canada - fictional story of bringing furs to Fort Langley

Additional Resources - Encyclopedia of British Columbia

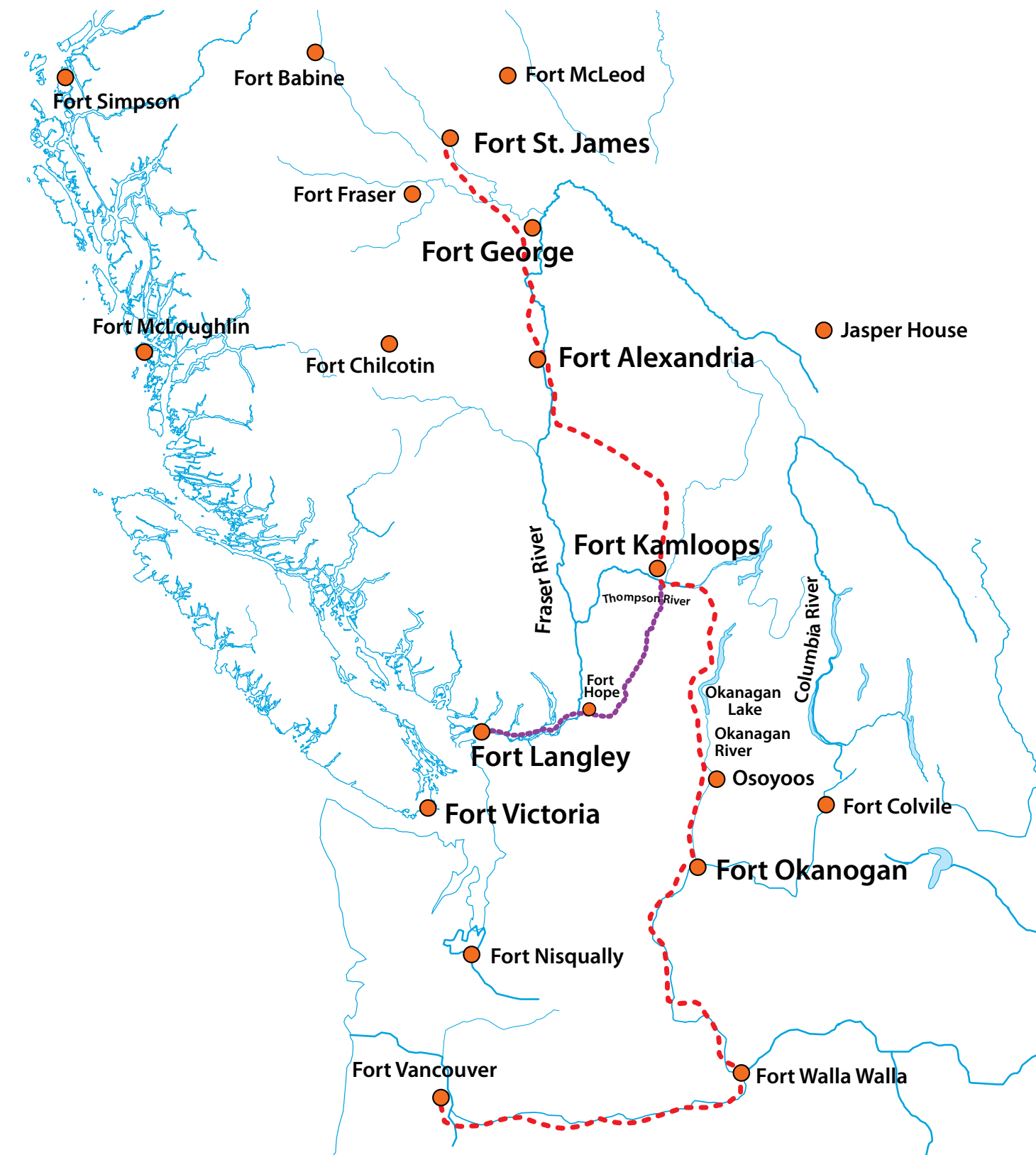
Using the following keywords students could learn more about elements of this activity. Contact your school librarian for your school password to this resource.

Fur Trade, Maritime
Fur Trade, land-based
Fur Brigades
Hudson's Bay Company
Northwest Company
Fort Langley

The Fur Brigade Trails



The Fur Brigade Trails Answer Key



A Typical Fur Fort

Fur forts were usually located on a lake, river or harbour because canoes, ships, and bateaus (riverboats) were the usual method of transportation to move the furs from each fort along the brigade trails to main depots each spring where they would be loaded onto ships to take them to Europe. Supplies for the year were brought back on the return trip in the late summer.

Building the Fort

Work began with the clearing of the area for the fort. Clearing was carried out with axes and saws, and sometimes horses, if they were available to haul logs. A sawpit was set up to cut the logs into lumber and logs were squared to make timbers for the walls of the main buildings. Smaller trees 24 feet long were skinned of their bark and buried six feet in the ground to form the walls of the fort. These walls were sometimes called palisades or stockades and all of the buildings were built inside the stockade once it was finished. A platform or walkway was built four feet below the top of the wall to allow for a guard to patrol the walls and for riflemen to fire from it if the fort was attacked.

In opposite corners of the walls of the fort, two bastions or blockhouses were built extending out beyond the walls. The bastion had gun ports for small cannons which could shoot along the outside of the two sides of the fort that it guarded in case of attack. To get into the fort, a large reinforced double gate of heavy timbers was installed in one wall of the fort. It usually had a postern or small gate to limit access to one person at a time if there was a concern for safety.

The Great House

Once the stockade was finished, work could begin on the buildings. The buildings were located around the large open central area and close to the walls. The Great House or headquarters was often located opposite the entrance gate and was the only two-story building. It housed the Chief Trader and his Clerk and their families. The main floor consisted of a meeting room, dining room, living room, and offices. The upper floor contained bedrooms and living space.

continued on next page

Other Buildings in the Fort

Other buildings included the Servant's and Worker's Quarters, which included a kitchen and individual living quarters; the Trade Shop or Warehouse, where all the trading took place; and Workshops for the blacksmith and the carpenter.

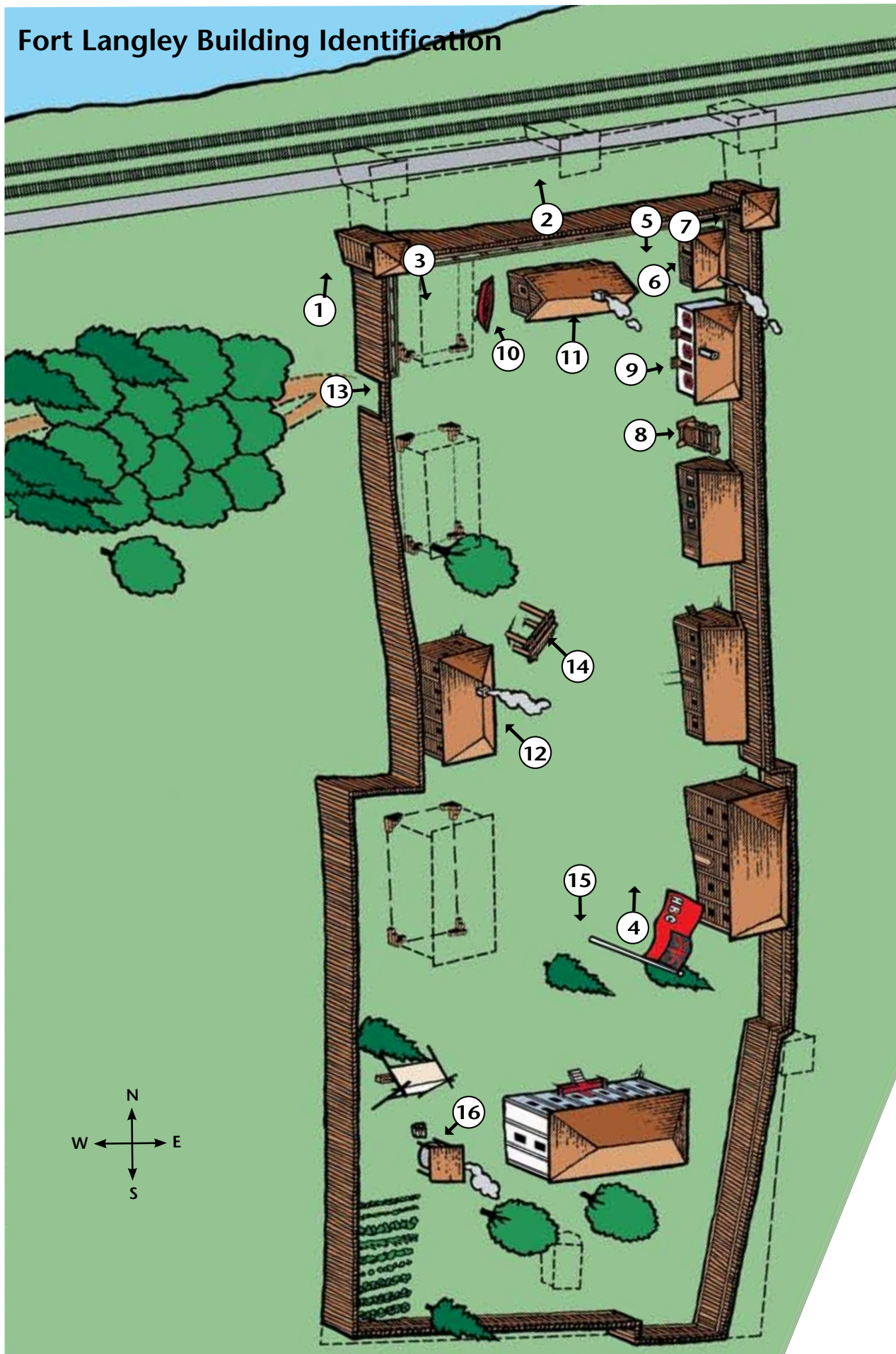
Daily Life at the Fort

The daily work of the work began at 6 a.m. when the gate was unlocked. One hour each was allowed for breakfast at 8 a.m., lunch at noon, and supper at 4 p.m. The fort gates were closed at 7 p.m. and locked at 9 p.m. The work consisted of trading, cleaning and pressing furs into bales, chopping firewood, gardening, and maintaining the fort.

The diet of the people of the forts in New Caledonia was often dried salmon and potatoes, especially in winter when no vegetables were available. Berries and some wildlife provided a little variety. Servants and workers cooked their own meals and the Chief Trader and Clerk and their families had their meals provided by the servants.

For more information, visit www.knowbc.com/learninglayer/farwestmain.html#FORTLANGLEY.

Fort Langley Building Identification



Fort Langley Building Identification Clues

In 1923 the Canadian government recognized Fort Langley as a site of national historic importance. The one remaining original building, the warehouse, or depot as it was called, was opened to the public in 1931. The restoration of the fort continued over the years to enhance understanding of the site's history and significance. Fort Langley is now a National Historic Site of Canada.

Refer to the photos of exterior buildings and other outdoor features of Fort Langley provided by your teacher or online. Match the clues below to the photos, writing the photo number beside the clue. Then find the building on the pictorial map of Fort Langley, writing the photo number in the appropriate circle. Not all buildings or outdoor features are indicated.

Student Name _____

- 1 One of the bastions which were lookout stations and temporary housing
- 2 The Fraser River looking over to Kwantlen Island, home of the Kwantlen people who were major trading partners at the Fort
- _____ The fur press next to the storehouse where furs were compressed into 40 kg bundles
- _____ The blacksmith shop where iron barrel hoops, farm tools and iron trade goods were made
- _____ Boats like this bateau took supplies to Fort Hope and brought furs back to Fort Langley
- _____ View of the northeast bastion
- _____ The storehouse where the trading took place
- _____ The cooperage where the barrels were made
- _____ View from the northwest bastion showing the entrance way and looking south
- _____ The sawpit where logs were sawn into boards; the man in the pit got covered in sawdust
- _____ The Big House where the Chief Factor lived
- _____ The bake oven where bread was baked for the people living in the fort
- _____ View from in front of the Big House looking north
- _____ The servants' quarters where the fort's workers and their families were housed
- _____ A view through the gate with the storehouse in the background
- _____ Looking south toward the Big House

Fort Langley Building Identification Answer Key

In 1923 the Canadian government recognized Fort Langley as a site of national historic importance. The one remaining original building, the warehouse, or depot as it was called, was opened to the public in 1931. The restoration of the fort continued over the years to enhance understanding of the site's history and significance. Fort Langley is now a National Historic Site of Canada.

Refer to the photos of exterior buildings and other outdoor features of Fort Langley provided by your teacher or online. Match the clues below to the photos, writing the photo number beside the clue. Then find the building on the pictorial map of Fort Langley, writing the photo number in the appropriate circle. Not all buildings or outdoor features are indicated.

Student Name _____

- 1 One of the bastions which were lookout stations and temporary housing
- 2 The Fraser River looking over to Kwantlen Island, home of the Kwantlen people who were major trading partners at the Fort
- 8 The fur press next to the storehouse where furs were compressed into 40 kg bundles
- 6 The blacksmith shop where iron barrel hoops, farm tools and iron trade goods were made
- 10 Boats like this bateau took supplies to Fort Hope and brought furs back to Fort Langley
- 7 View of the northeast bastion
- 9 The storehouse where the trading took place
- 11 The cooperage where the barrels were made
- 3 View from the northwest bastion showing the entrance way and looking south
- 14 The sawpit where logs were sawn into boards; the man in the pit got covered in sawdust
- 15 The Big House where the Chief Factor lived
- 16 The bake oven where bread was baked for the people living in the fort
- 4 View from in front of the Big House looking north
- 12 The servants' quarters where the fort's workers and their families were housed
- 13 A view through the gate with the storehouse in the background
- 5 Looking south toward the Big House

Identifying the Interior of Buildings

Student Name _____

In this activity you will be looking at a set of pictures with captions and using the information provided in the pictures and captions as clues to help you identify which building the pictures were taken in.

1. Which set of pictures shows the interior of the big house which was the living quarters of the trader and his clerk? Meetings also took place here.

2. Which set of pictures shows the interior of the servant's quarters where the workers and their families lived?

3. Which set of pictures shows the interior of the cooperage?

4. Which set of pictures shows the interior of the blacksmith shop?

What kind things would be made in the blacksmith shop?

5. Which set of pictures shows the interior of the storehouse?

What type of activities would take place in the storehouse?

6. Which set of pictures were taken from the interior of the bastion?

Try to guess the purpose of the bastions.

Identifying the Interior of Buildings Answer Key

In this activity you will be looking at a set of pictures with captions and using the information provided in the pictures and captions as clues to help you identify which building the pictures were taken in.

1. Which set of pictures shows the interior of the big house which was the living quarters of the trader and his clerk? Meetings also took place here.

Set 5

2. Which set of pictures shows the interior of the servant's quarters where the workers and their families lived?

Set 6

3. Which set of pictures shows the interior of the cooperage?

Set 1

4. Which set of pictures shows the interior of the blacksmith shop?

Set 2

What kind things would be made in the blacksmith shop?

Horseshoes, iron tools

5. Which set of pictures shows the interior of the storehouse?

Set 4

What type of activities would take place in the storehouse?

Trading of furs for goods

6. Which set of pictures were taken from the interior of the bastion?

Set 3

Try to guess what the purpose of the bastions were.

Protection from attack – guns were kept here and guards posted

Activity 4 – The Journey to Gold

Learning Objective

Students will gain an appreciation of the difficulties encountered and the great distances travelled by the gold seekers over a variety of routes to reach British Columbia to participate in the gold rush.



BC Archives F-00482

Focus Questions

1. Why were the gold seekers in such a rush to get to British Columbia?
2. Why was it so difficult to get to British Columbia in a hurry?
3. Why were so many of the gold seekers from California?
4. What were the main routes to get to Fort Victoria?

Getting to Victoria – The Journey to Gold Begins

Gold was discovered on the Columbia and Thompson Rivers in 1856 and was already being taken by First Nations peoples. Word of their discoveries filtered south of the 49th parallel and Americans started crossing the border. The cause of the big rush from California was a shipment of 800 ounces of gold that Governor Douglas sent to the San Francisco mint in February of 1858. The California gold rush in 1849 had petered out and the miners were looking for new diggings. Dozens of overcrowded ships, which were not very sea worthy, transported the miners from San Francisco to Victoria. Thousands of miners and other men deserted California and rushed north to Victoria. The word spread to Europe and many more gold seekers later joined the rush.

The main route used by goldseekers was the one through the Caribbean to Aspinwall (now Colon), and across the isthmus of Panama by train, and then by steamer to San Francisco. The routes west across the United States developed slowly as settlers moved into new lands. The gold rush in California in 1849 completed the route across the continent to San Francisco.

The Cape Horn trip depended on the boat that was taken. The Hudson Bay boats made a trip each spring and fall and were very dependable. This route was shorter than the Indian Ocean route but was far more dangerous for bad weather, especially around Cape Horn which was in the Roaring Forties, an area of very strong winds.

Refer to Chapter 3 of *Far West: the Story of British Columbia* for more background information on the gold rush (www.knowbc.com/learninglayer/farwestmain.html#GOLDRUSH).

Procedure

1. Ask students to imagine themselves as a young person in England in 1858. Have them develop a short paragraph, engage in a discussion, or create a picture in which they create an identity for themselves. They should consider what they are doing for a living, where they live, and what they might do with their free time. To assist them in finding out about life in those days, younger students could use library resources collected by the teacher, and older students could be referred to the following website: www.victorianweb.org/history/sochistov.html. This site is sponsored by the National University of Singapore and Nagoya University. The site contains a wide variety of information, including primary sources. As an alternative, the teacher could create character identity cards for students to use in the activity.

When creating an identity and examining the role that the character might have played in the gold rush, this is an opportunity to discuss gender imbalance in the gold rush (over 90 percent of the people in the gold rush were men) and talk about gender roles in that era. Being male or female likely would have played a huge part in whether or not you would join the gold rush. Ask students: What were the roles of women during these times?

2. Once students have established an identity for themselves, announce that the newspapers in London in the summer of 1858 were reporting that gold had been discovered on the west coast of North America. It had taken some months for the news to get to England and thousands of miners had left California to travel to Fort Victoria, bound to make their fortune. Ask students if they are interested in joining the Rush to Gold. What things would they need to consider in making the decision whether to go or not? For example, how would they get there and how much would it cost?
3. Using a wall map to show/locate Europe and show and discuss the distance from Europe to Victoria.
4. Discuss the picture reading strategy for this activity. Show students the pictures in the picture gallery of the different modes of transportation at the time, or have them explore the web-based picture gallery for Activity 4.
5. Give out the map illustrating the different routes and transportation modes on page 48 and have the students choose the mode of travel they would take based on the identity they established in procedure 1 and 2. Have the students write the choice and details on why they chose that mode. To get student's imaginations engaged, you might also consider asking questions about what sorts of dangers or adventures they might encounter along the way.

An alternative strategy would be to refer to the handout describing the four routes to the Gold Rush (page 46). This page describes the routes the gold miners used to get to BC and the types of transportation they used. Show students the images in the Picture Gallery for Activity 4 of the types of transportation that were used.

Using the map of the western hemisphere centred on North and South America (page 47), have the students create their own symbols for each type of transportation listed and pick the route that they would like to travel based on the identity that they established for themselves in procedure 1 and 2. Then have the students write the choice and details on why they chose that mode.

6. Use a partner talk strategy to tell a partner what they chose and why. Partner A talks while partner B asks questions, switch roles, Partner B talks while partner A asks questions.

Extension Activity

This mapping activity shows the students the various routes that miners and settlers took to get to British Columbia and the length of time and the type of transport used to accomplish the trip. Once completed, the activity could be compared to the Captain Vancouver trip taken 60 years prior to the gold rush using a very different route and transportation methods to show the change in technology. The Vancouver trip is a good example of the usual route that was used up until the gold rush because of the danger of travelling around Cape Horn.

Resources

- Maps of the western hemisphere; one with location dots
- Description of the four major routes from England to Victoria
- Answer key for the map activity
- Picture Reading Strategy
- Rush to BC website - Activity 4 student pages



Activity 4 of the **Rush to BC website** contains an illustrated map of the routes people took from Europe and the Americas to the BC goldfields and an online Picture gallery.

Additional Resources - Encyclopedia of British Columbia

Using the following keywords students could learn more about elements of this activity. Contact your school librarian for your school password to this resource.

Gold Rushes
 Gold Rush, Fraser River
 Gold Rush, Cariboo
 Gold
 Fort Victoria

Major Routes to Victoria and the Goldfields

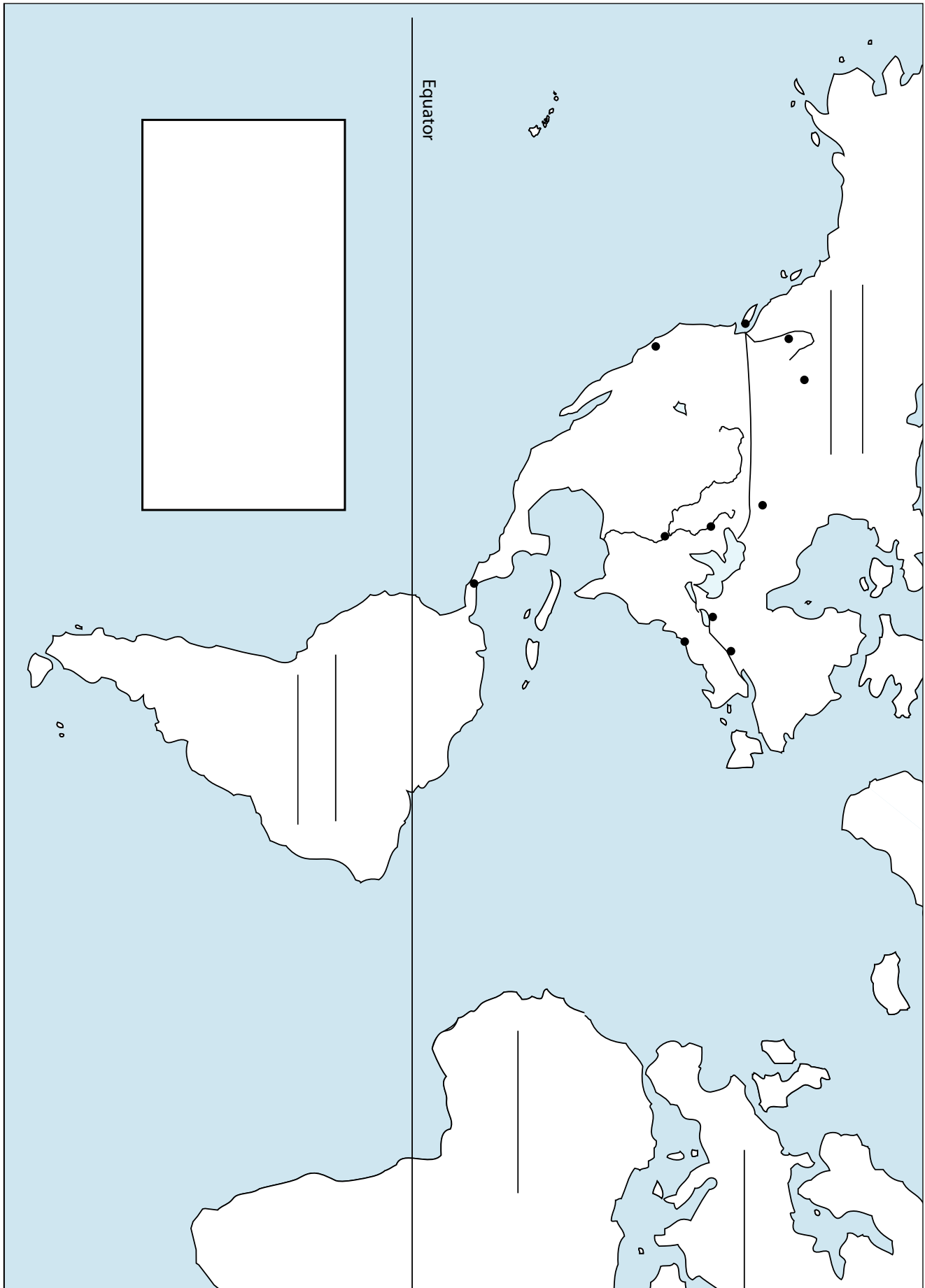
As a result of the Industrial Revolution, major changes had taken place in transportation. The steamship had been invented and was being used on the some of the routes to get passengers to their destination more quickly. The steamship had the advantage of not having to worry about wind to provide them with the energy to move the ship. However, steamships did have the problem of needing a supply of coal to burn to create the steam. Some of the early ships were actually a combination of steam and sails to give them extra power or in case they ran out of coal. Some of them were side-wheelers as well. The “Commodore,” the first ship to arrive at Victoria from San Francisco with miners was an example of a side-wheeler with sails. Many of the older sailing ships were still in use in areas where a supply of coal was not readily available.

Routes

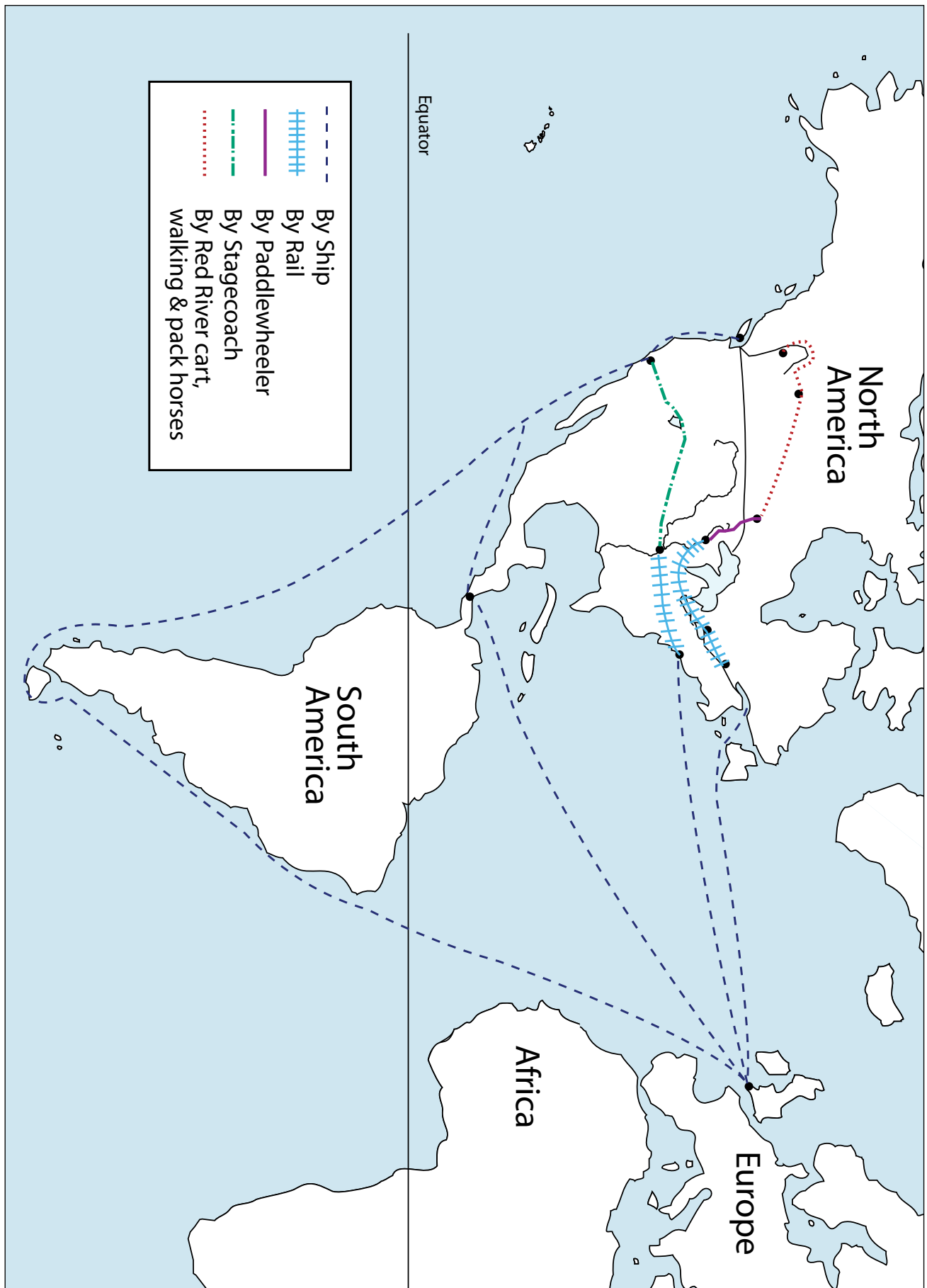
1. From Southampton in England, across the Atlantic and through the Caribbean to Aspinwall (now Colon) and then across the isthmus of Panama by the Panama Railway and up the coast by ship to San Francisco and Victoria. This trip was the quickest (about 40 days), most expensive and least dangerous. The distances were 4,500 miles to Aspinwall and 3,950 miles from Panama to Victoria via San Francisco.
2. Across the Atlantic to New York and across the United States by railway to St. Louis; by stagecoach from St. Louis to San Francisco (about 2,000 miles) and along the west coast to Victoria by ship. This trip was also fairly quick and very expensive and could be dangerous due to weather and attacks on the stagecoaches.
3. Across the Atlantic and down the east coast of South America: around Cape Horn and north up the west coast of South America to San Francisco and then to Victoria. This trip was the longest (up to four or five months) and inexpensive, and could be dangerous with the storms around Cape Horn and inexperienced captains and crews.
4. Across the Atlantic to Montreal and then to Toronto by train, across Canada as an Overlander from Toronto by train to Minneapolis, by paddlewheeler down the Red River to Fort Garry, by Red River cart to Fort Edmonton, by pack train to the Fraser River, and by raft down the Fraser River to Quesnel.

This trip was very long (135 days for some of the Overlanders from Fort Garry to Kamloops) and the least expensive, but also dangerous, due to flooding, storms, and river crossings.

Major Routes to Victoria and the Goldfields



Major Routes to Victoria and the Goldfields Answer Key



Activity 5 – The Invasion of Victoria

Learning Objective

Students will become aware of how quickly Fort Victoria changed from a fur trading post to a city, port and supply depot as a result of the discovery of gold on the Fraser River.



BC Archives H-03766

Focus Questions

1. Why was Fort Victoria established and what were the reasons for choosing this location?
2. What happened in 1857 to bring about the dramatic changes in Fort Victoria?
3. What were the changes that occurred around the harbour and the fort?
4. Where did most of the early arrivals come from?

Victoria – Gateway to the Goldfields

In 1834, the Committee of the Hudson Bay Company in London instructed Governor Simpson to start investigating a suitable location for a fur depot on Puget Sound. Although the Oregon Territory (present day Washington and Oregon) was British, American settlers and the American army had moved into the area south of the Columbia River as a result of the explorations of Lewis and Clark in 1806 and were threatening to move north of the river.

In 1842, Factor Douglas sent a report to London that he had found an excellent harbour on Vancouver Island at a place called Camosun. There were actually two good harbours, but the one that eventually became Esquimalt naval base was too rocky, and the one that became Victoria had good trees and possible farmland.

Governor Simpson agreed with this, suggesting that this would give the Hudson Bay Company and Britain a stronger claim to the island. In 1846, the Treaty of Washington extended the 49th parallel to the Strait of Georgia and south of Vancouver Island because of the presence of Fort Victoria. In 1849 the British government ceded the island to the Hudson Bay Company for an annual rent of 7 shillings (about \$1) per year and Douglas became Chief Factor for the Columbia Territory. By 1854, when the first census for the island was taken, there were 774 Europeans living on the island; 232 in Victoria and 151 in Nanaimo at the coal mines. There was one church, six sawmills, three flour mills, 39 stores, and three schools. This environment was about to change dramatically with the arrival of the gold miners.

Refer to the following website for more background information on the arrival of gold seekers to Victoria (www.knowbc.com/learninglayer/farwestmain.html#NEWARRIVALS).

Aboriginal Context

When teaching students about the arrival of Europeans to Victoria it is important to include a complementary activity on the Aboriginal people of the area. It should be noted that the gold rush was a new era in relationships with Aboriginal people because the Europeans did not seek out support for supplies and travel from the Aboriginal people. This became a time where there was conflict between the gold miners and the Aboriginal people.

Teachers are encouraged to meet with the Aboriginal Education Coordinator/ Aboriginal District Principal in their district to discuss how to complement the stories of the early explorers, fur traders and gold miners with Aboriginal stories and activities. This will assist teachers in building a foundation for a shared future with Aboriginal people in BC.

Procedure

The focus of this activity is the change that took place in Fort Victoria with the arrival of the *Commodore* from San Francisco on April 25th, 1858 with 800 passengers and another 26,000 on other ships over the next six months. This activity complements the Mad Rush to Gold activity outlined on page 13 of the *Far West Teacher's Guide* (available on the Ministry of Education website), and assumes that teachers will be using the Far West activity when engaging in the following procedures.

1. Prepare students for the activity. They will need pencils and note paper. Let the students know that they will be comparing pictures of Victoria before and after the gold miners arrived. Students could work in pairs on this activity.
2. Have students create a chart on their paper with two headings: Before the Gold Miners Arrived (1857-58), and After the Gold Miners Arrived (1860-61).
3. Hand out the Picture Reading Strategy from page 15 in the Picture Gallery booklet. Discuss how to use the strategy to analyze the picture. Explain that the photo was taken in 1860, but there are features in the image that would have been there long before the miners came (i.e., the First Nations village had been there a long time, as had the forest of trees, and the Beaver had been there since the 1840s, but the bridge across James Bay and some of the houses were built after the arrival of the miners).

Have students list some “before” and “after” features on their chart.

4. Then have students view the rest of the photos in the Picture Gallery to look for other things that changed between 1858 and 1861. Show the set of six pictures for 1858 and as a class or in partners discuss what they see and list these things on their chart. Next, show the set of six pictures for 1861 and follow the same procedure. Students could also view the images on the online Activity 5 map or Picture Gallery. The two maps of Victoria will assist students in completing the charts. The numbers on the maps match the numbers of the photos.



Activity 5 of the **Rush to BC website** contains a map and photos of Victoria in 1858 and 1861, as well as a Picture Gallery.

- Using discussion strategies that your class is familiar with, discuss the changes in Victoria from 1857 to 1861.

You could ask questions relating to the students own town/city and ask how would it feel to have the place you live change so quickly. For example: What are the positive/negative things about changes to your town? What might someone who had lived in Victoria before 1858 think of all the changes? What might someone who arrived for the gold rush think of the changes?

You could also ask questions about the development of a settlement. For example: What are the first requirements for starting a settlement? (water, shelter, food) At what point does a group of houses become a settlement? (when more than one family moves into the area) What additional requirements are needed in a larger settlement? (roads, water supply, fire protection, sewage)

You may want to refer to the Mad Rush to Gold activity on page 13 of the *Far West: Teacher's Guide* (available on the Ministry of Education website) to extend this activity into a discussion of what infrastructure is required to support a growing community. You may also wish to invite a local town planner in to talk about future changes to your town or explore census material comparing past and present population figures for your town.

- To complete this activity students could write a story, prepare a skit, or draw their own picture about life before or after the miners arrived. Older students could be directed to learn more about the history of Victoria using the web resources listed below.

Resources

- Picture Reading Strategy
- Picture Gallery for Activity 5
- Rush to BC website - student pages for Activity 5

Web Resources

City of Victoria	
www.victoria.ca/visitors/about_hist.shtml	City of Victoria – History
www.victoria.ca/archives/archives.shtml	City of Victoria – Archives
http://en.wikipedia.org/wiki/Victoria,_British_Columbia#History	Victoria, British Columbia – Wikipedia
www.bcarchives.gov.bc.ca/exhibits/timemach/galler04/frames/beginning.htm	The Beginning - The Cariboo Gold Rush – BC Archives Time Machine
www.historylink.org/essays/output.cfm?file_id=8193	HistoryLink Essay: Fraser Gold Rush prospectors exit for Victoria, British Columbia, and debt ruins Whatcom merchant on October 4, 1858
http://bcheritage.ca/fortvictoria/	Hudson's Bay at Fort Victoria

Additional Resources - Encyclopedia of British Columbia

Using the following keywords students could learn more about elements of this activity. Contact your school librarian for your school password to this resource.

Fort Victoria	Gold Rush, Fraser River
Victoria	Colonial Government
James Douglas	

Historical Maps of Victoria in 1858 and 1861

1858



1861



Activity 6 - Getting to the Goldfields

Learning Objective

Students will gain an appreciation of the difficulty in travelling to the goldfields from Victoria and the lack of accommodation and supplies at the end of the trail.

Focus Questions

1. What were the major difficulties facing the first group of miners when they arrived at Victoria?
2. What planning was necessary to make their trip to the mainland successful?
3. What difficulties did the miners have to overcome to get to the mainland?
4. What modes of transportation did they use to get to the goldfields during the gold rush?



BC Archives A-00354

The Final Journey to Gold

In 1858 the first gold miners arrived in BC. They were the '49ers from the gold rush in California. They were experienced miners and brought their equipment with them, so their main problem was transportation from Victoria to the mainland and food. No passenger boats were running on a regular basis so many of them bought canoes or constructed their own boats and paddled across the Strait of Georgia and up the Fraser River as far as they could and then took local trails to the Lower Fraser around Hope and Yale, where they found gold.

Some miners arrived later in the year after the 49'ers. Later arrivals had a number of problems, the first being that the spring run off covered the sand bars in the river where the miners panned for gold. As a result gold panning was not always successful and many miners went home disappointed. They arrived thinking they could scoop the gold into sacks and return home rich. Many of them had little money to begin with and quickly spent the money just getting to the gold fields.

By the summer of 1858 travel to the gold fields was becoming easier. The first paddlewheelers were travelling up the Fraser as far as Hope for a \$20 fare and work had started on the Harrison to Lillooet route to the Upper Fraser. By the spring of 1859, a mule trail was open to Lillooet and boats were operating on all of the lakes. As well, the trails were being improved making it easier for the use of horse and wagons.

continued on page 54

For more information about the build the Cariboo Wagon Road refer to (www.knowbc.com/learninglayer/farwestmain.html#BUILDINGTHECARIBOOROAD).

The Final Journey to Gold, *continued from page 53*

In 1860, gold was discovered in the Cariboo, but no road was available to get there. A trail had been built from Yale to Alexandra where a ferry transported miners across the river for a fee. In 1861, work started on the Cariboo Road through the Fraser Canyon. The Harrison to Lillooet road now had stage coaches operating between the lakes but the route was too expensive as the supplies had to be transferred too many times.

By 1863 the Cariboo Road was almost completed to Quesnel, complete with roadhouses and stage coach runs. Bridges at Alexandra and Spence's Bridge over the Fraser and the Thompson were completed in early 1864 and a sternwheeler took miners from Soda Creek to Quesnel. The wagon road to Cottonwood was also completed this year so that miners only had to walk or ride a horse the last 65 miles to Barkerville.

Aboriginal Context

When teaching students about the journeys taken to the goldfields it is important to include a complementary activity on the Aboriginal people of the area. It should be noted that the gold rush was a new era in relationships with Aboriginal people because the Europeans did not seek out support for supplies and travel from the Aboriginal people. This became a time where there was conflict between the gold miners and the Aboriginal people.

Teachers are encouraged to meet with the Aboriginal Education Coordinator/ Aboriginal District Principal in their district to discuss how to complement the stories of the early explorers, fur traders and gold miners with Aboriginal stories and activities. This will assist teachers in building a foundation for a shared future with Aboriginal people in BC.

Procedure

Part 1 – Packing for the Journey

1. Get students excited about travelling back in time to the gold fields by having them develop a list of supplies they would take with them on the trail. To help give students context:
 - bring in an old backpack for students to visualize how much space they would have to carry supplies
 - show the picture of the camel or the stagecoach on page 20 of the Picture Gallery Booklet and discuss the times and challenges of the journey
2. Have students work in small groups to decide what they would take in their backpack to a maximum of 10 items, using the chart on page 57. Have them share their ideas with another group, justifying why they are taking certain things. Talk about things they need to consider (e.g., weight, geography, time away, supplies available in the wilderness).

Part 2 – Travel in the 1850s

1. Introduce students to the picture reading strategy for this activity (page 18 of Picture Gallery booklet). Note: This image is provided to demonstrate the picture reading strategy. You may wish to explain to students that these roadhouses were established once the Cariboo Road was built and stagecoach runs were set up. Before that the miners had to walk.
2. Have students work with the pictures in the picture gallery booklet on pages 19 to 23 to become familiar with the Cariboo Wagon Road. Make several copies of the pictures, cut them up and put them into envelopes and conduct a sort and classify exercise. Students might come up with headings such as transportation, roads, and accommodation, and classify information about these headings in their notebooks. Alternatively students could explore these images on the Rush to BC online picture gallery.
3. Conclude this activity by having students justifying their classification with partners.

Part 3 – Creating a Diary Entry

1. Discuss diary or journal writing with students.
2. Have students listen to or read the fictional story of the miner Jack Cooper's journey to the goldfields on the computer, as a class, in partners or individually. A map and "diary" is provided on pages 59-61 of this guide if computers are not available. Please note that this story is written in colloquial language to mimic the miner's accent.
3. Discuss the journey of the miner asking questions such as: What challenges did the miner face on the journey?
4. Have students explore the historical readings for Activity 6. Older students could read the excerpts, while teachers may have to read or describe the information for younger students.
5. Using a picture of their choice from the pictures in the envelope (or the online picture gallery) in part 2 of this activity, have students paste it on their paper and write, draw a picture, do a skit, or choose some other method of representation to create one diary entry about their travels on the trail to the gold fields.

Part 4 – Comparing Then and Now

1. Have students do a compare and contrast exercise on what travel was like then compared to now by filling in the chart on page 58.

Resources

- Activity 6 Picture Reading Strategy
- Activity 6 Picture Gallery (paper or online)
- Activity 6 Historical Readings
- Map of the Gold Rush Trail
- Rush to BC website - Activity 6 student pages



Activity 6 of the **Rush to BC website** contains an animated map with audio component of the Gold Rush Trail, as well as a Picture Gallery and Historical Readings.

Web Resources

Fraser River Gold Rush

http://www.bcarchives.gov.bc.ca/cgi-bin/www2i/visual/img_med/dir_69/a_03618.gif	BC Archives
www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0010032	Fraser River Gold Rush
www.collectionscanada.gc.ca/confederation/023001-2951-e.html	Collections Canada – Confederation
www.fortlangley.ca/langley/2arush.html	Fort Langley
http://en.wikipedia.org/wiki/Fraser_Canyon_Gold_Rush	
http://yale.cariboogoldrush.com/tour/goldrush.htm	Fraser River Gold Rush – The Gold Rush Town of Yale – Yale, Cariboo Gold Rush
www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A294	The Canadian Encyclopedia

Cariboo Gold Rush

www.bcarchives.gov.bc.ca/exhibits/timemach/galler04/frames/journey.htm	The Journey – The Cariboo Gold Rush – BC Archives Time Machine
www.bcarchives.gov.bc.ca/sn-2833FB8/exhibits/timemach/galler04/frames/index.htm	BC Archives Time Machine
www.royalengineers.ca/sindex.html#TRE	Different topics of discussion
www.quesnelmuseum.ca/Grtrail/default.html	Gold Rush Trail, Then and Now: Main Map Access
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0001401	Cariboo Road
www.workinglives.ca/cariboo-road/index.html	Working Lives: Transportation – The Cariboo Road
www.collectionscanada.gc.ca/hind/053601_e.html	More information – William Hind’s “Overlanders of ‘62 Sketchbook” – Exhibitions – Library and Archives Canada

Additional Resources - Encyclopedia of British Columbia

Using the following keywords students could learn more about elements of this activity. Contact your school librarian for your school password to this resource.

Gold Rushes
 Gold Rush, Fraser River
 Gold Rush, Cariboo
 Gold
 Cariboo Wagon Trail
 Paddlewheel Steamboats

Supplies for the Goldfields

Student Name _____

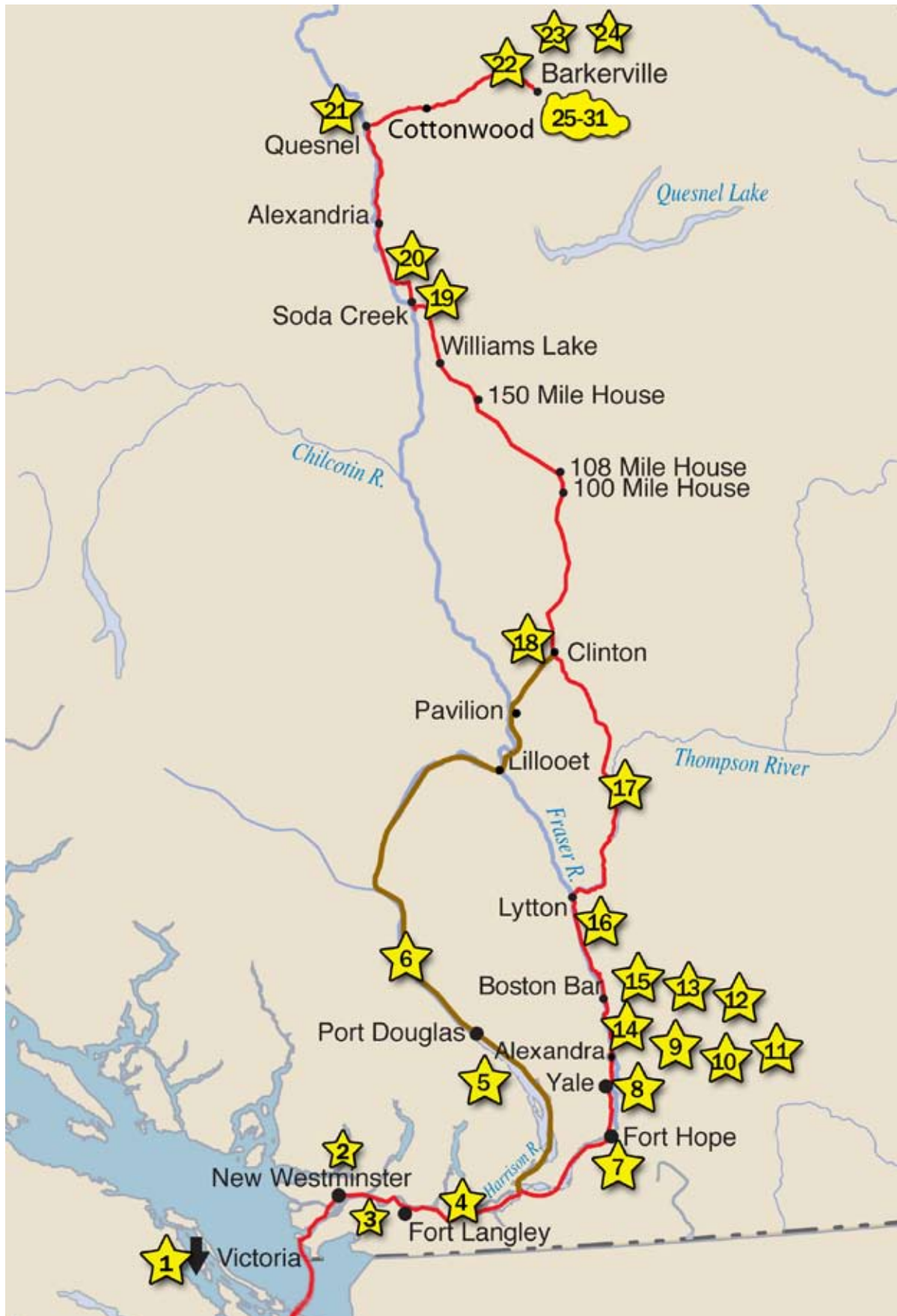
	Take	Why you would take this item
blanket	✓	to keep warm at night when it got cold
lantern		
pick axe		
meat		
sleeping bag		
bread		
flour		
tent		
books		
map		
camera		
canoe		
horse		
matches		
compass		
extra pants and shirt		
extra boots		
hat		
shaving gear		
walking stick		
gun and bullets		
canned goods		
pemmican		

Travel - Then and Now

Student Name _____

	1850s	Present Day
Transportation		
Accommodation		
Road conditions		
Getting supplies		
Bridges		
Time needed to travel		

Gold Rush Trail



A Fictional Account of Jack Cooper on his Journey to the Gold Fields at Barkerville

August 10, 1863

(Picture 1)

So many miners were lookin' to get to the gold fields, it took three weeks to get a boat from San Francisco to Fort Victoria, and now it's been another week to get transport to the Fraser River so ah can git on up to Barkerville.

Some of the other miners bought canoes or built boats on the waterfront and rowed across Georgia Strait, but ahm pretty shore sum o'them boys ain't coming back.

I got passage on the *Beaver*, a sidewheeler the Hudson's Bay Company runs up the Fraser.

It takes supplies up to Fort Langley and brings back furs and barrels of salmon to Victoria.

I gotta git going though, we leave in an hour!

August 11, 1863

(Picture 2)

We made it to a little town called New Westminster in the early evening and moored for the night.

Some of the others have gone ashore to stay in a hotel or roadhouse, but it **costs 50¢ a night!**

I can't afford that!

I'll just bed down here, on the floor of the ship's saloon.

August 12, 1863

(Picture 3)

I found a sternwheeler heading up the Fraser River to Yale.

Looks big enough to fight the current, but I heard tales that some get slowed up and stuck on the sandbars up-river.

(Picture 4)

Early this afternoon, we passed Fort Langley and saw the bastions and the palisade wall.

There's a big mat laid down on the riverbank to stop the river from washin' the bank away.

Fellah says they weave it out of see-dar bark. Imagine weaving tree bark!

(Picture 5)

A bit later we passed where the Fraser and Harrison Rivers come together.

The captain told me that this was the start of the old Harrison-Lillooet Trail they used back in '58.

On that route, a sternwheeler sailed to Port Douglas at the head of Harrison Lake.

(Picture 6)

Ah asked the captain why Port Douglas don't see that traffic anymore. He said there were four smaller lakes after Port Douglas, and the miners had to take small sternwheelers and stagecoaches between 'em.

What with the mountains bein' so steep, it was a tough journey, so they mostly abandoned it when the Cariboo Road opened.

I sure am anxious to set my feet on a real road and git goin' up to Barkerville.

(Picture 7)

Up around Fort Hope, we had to disembark.

Our steamboat cain't make it any further and I cain't afford the passage to a bigger ship that'll go on up the 16 miles to Yale.

Gis ah cain walk frum here.

August 13, 1863

(Picture 8)

Got into Yale late last night, and climbed into my blankets, next to the fire for the rest of the night.

Some of the other miners stayed at the roadhouse, but them boys ain't gonna make it to Barkerville the way they're spending.

Ain't mah lookout though, an' more for me if they don't show.

(Picture 9)

Yale was jumpin' by sun-up and as the light came up, ah could see them hitchin' up the oxen to the freight wagons, fer haulin' supplies north to the mines.

Speaking of haulin', sure wish I had a horse, or better, a mule. Them oxen shore seem strong but they look a mite surly.

(Picture 10)

As ah was up good and early, ah din't get the pot scrapin's at the roadhouse.

With a good meal in me, ah caught the stagecoach and we headed off along the Cariboo Road.

Ah tell you, it shore weren't Main Street in 'Frisco. It were so bumpy and rough, I ain't bin that sore since Paw stopped takin' the strap to me.

(Picture 11)

An' ah ain't complainin', but the heat in that rollin' box was fierce and things got a mite exciting when we was almost pushed off the road by a wagon train.

'Round noon, we lamed up a horse and got to stretch a while as they changed it up at the next roadhouse.

We got some more fresh air when a big storm came, but it shore did muddy up the road some.

Even with them breaks, ah was glad for the exercise when we took an hour to cut an' haul a big tree off the road.

(Picture 12)

Ah almost envied the miners walking with their gear in wheelbarrows, then ah thought about that mud.

Some others were ridin' horses, with their gear up on pack horses behind.

Ahm gittin me a rig like that when ah strike it rich.

(Picture 13)

'Long the way, fellah next to me slaps mah arm and shore there were these two fellahs with what he called a camel!

Looked like two hills with legs and a head!

(Picture 14)

The worst part of the road was the canyon from Yale to Boston Bar and the new bridge up at Alexandra.

The road went up and down and up and down enough to make a fellah ill.

(Picture 15)

Then sometimes the coach seemed to hang off the cliff like we was fallin' into the river below. Ahm ashamed to say ah had to shut my eyes in some parts.

(Picture 16)

It was a long day, but our stagecoach managed to get as far as Lytton up at the Forks for the night. Some of the passengers on slower stagecoaches had to stay way back at the Boothroyd roadhouse.

August 14, 1863

(Picture 17)

Today the 'coach continued up the Thompson River and crossed the river at Spence's Bridge.

After the lowland the air seemed so dry I thought ah was back in the Cal-I-forn-ee-ay hills.

Some of us was sore enough from yesterday we could have spent the night at Bonaparte roadhouse but our driver pushed on to Clinton.

(Picture 18)

Clinton sits up at the junction of the Cariboo Road and the old Harrison-Lillooet Trail so it had a big fancy hotel.

Now ah chose the less expensive accommodation under some pines, but with some beans and a few pan biscuits, ah figure ah ate just as well as them fancy folk.

Better view too.

August 17, 1863

(Picture 19)

The next day we climbed back in the stagecoach an' headed up to Soda Creek.

That trip took almost three days of travel, stopping overnight at 108 Mile House and again at Williams Lake.

Some purty country, but ah was real glad to finally get to Soda Creek.

(Picture 20)

With no place to camp in Soda Creek, we was forced to stay at the Colonial Hotel while we waited for the *S.S. Enterprise* to return.

Ahm purty shore this was a grift by them in the town, but anyways, ah shared a small room with six other miners, who all smelt as bad as ah figure ah do by now.

Next mornin' one fellah's money was gone, so they threatened to call in the Hangin' Judge, till the fellah next to me admitted it were him!

Ah figure he din't take mine 'cuz I ain't got much to take no more. Got to get to them gold streams soon.

August 18, 1863

(Picture 21)

This morning, the *S.S. Enterprise*, another sternwheeler, took us to Quesnelmouth on the upper Fraser.

Although it was raining, I pitched my tent in the yard of the roadhouse.

The mosquitoes, gnats, and no-see-ums are pesky tonight, and ah been eaten like ah was dinner.

August 21, 1863

From Quesnelmouth, we walked along about 25 miles up a wagon road to Cottonwood.

Some of mah gear got wet last night and weighs up 'round 100 pounds.

Maybe ah can dry it out some tonight.

August 22, 1863

We were all up early next day: Barkerville seems real close.

After Cottonwood, the road became a trail through the forest and we walked two more days.

We saw a couple of bears, an ah was wishin' ah hadn't had to sell mah gun, but they din't seem that innerested.

One night we slept in our blankets in the tent, an the other we slept on the floor of a roadhouse.

The floor shore don't have as many rocks, but when ah make my fortune, ahm gonna git a big, soft feather bed!

August 24, 1863

(Picture 22)

Finally after two weeks of travel up from Fort Victoria, we made it to Barkerville!

After them weeks on the river and in the woods, it was funny to see it sittin there, all fancy with the bare, logged hills up behind.

(Picture 23)

Barkerville is quite a town.

They got a boardwalk runs along both sides of the main street, which is good 'cuz the mud in the street sticks like glue.

(Picture 24)

Ah got stuck and nearly run down when a herd of cattle came down the street.

August 30, 1863

(Pictures 25 to 31)

The claims up the river sure are something else.

All manner of men, workin' all kinds of gear, from shaft mines and flumes to them big ol' Cornish water wheels, down to rockers, sluices and just plain ol' fellah's with pans.

Tomorrow, ahm gittin' me a claim and gonna start finding me mah fortune.

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