

Lake Country: Origins in Time and Place

A Teacher's Guide



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Lake Country Heritage and Cultural Society

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A Teacher's Guide***

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Introduction to Lake Country: Origins in Time and Place

There are specific sites in Lake Country that convey a sense of the past and reflect the stories of the people who have lived there. The suggested lesson plans and student activities include materials that highlight the people and events that are significant to our local community through time and place. The Teachers Guide DVD includes authentic reproductions of primary source documents, with the original documents available to teachers and students through the LCMA Archives. Many of these documents are also available in original and text-searchable form on the LCMA website. Students are encouraged to conduct part of their research in the LCMA Archives.

Lake Country: Origins in Time and Place follows the pedagogical approach of inquiry-based learning with a focus on the six historical thinking concepts:

- Establish historical significance
- Use primary source evidence
- Identify continuity and change
- Analyze cause and consequence
- Take historical perspectives
- Understand the ethical dimension of historical interpretations

The suggested lesson plans and student activities provide the means for students to develop curricular competencies through inquiry, considering multiple perspectives, analyzing, and evaluating, with cross-curricular links to science, language arts, and mathematics.

The big ideas that are highlighted are:

- The past can be viewed through the stories of significant people, places, events, and objects.
- Communities consist of people from diverse cultures, backgrounds, and perspectives.
- Communities are interconnected with their natural environment.
- Cultural knowledge can be passed down through oral history, traditions, and collective memory.
- The development of natural resources and technological progress has shaped the economy and natural environment of this region.

The stories have been selected to develop the concept of local significance. Additional stories about Lake Country's history are available at the Lake Country Museum & Archives.

Activities have been selected that represent the theme of each of the fifteen stories. Each section includes:

- Essential question (Socratic circles)
- Historical inquiry using primary source documents
- Exploration activities
- Suggested materials and resources

The overall package also includes supplementary materials of a DVD with copies of archival photographs, maps, and documents pertaining to Lake Country's history with each Teachers Guide. A Discovery Kit of authentic artifacts relating to each of the stories is available for sign out through the Lake Country Museum. The kit must be booked in advance and is available for a two week loan.

The *Heritage Driving Tour of Lake Country* may be used to supplement this Guide. The Tour is available online at: <https://www.historypin.org>.

Historical Inquiry using Primary Sources

Each section of this guide includes an historical inquiry activity using primary source documents:

- Artifact-based inquiry activity
- Map-based inquiry activity
- Photograph-based inquiry activity
- Document-based inquiry activity
- Oral History-based inquiry activity

The primary source materials are held at the Lake Country Museum and Archives and digital copies of many items are included on the accompanying DVD.

A primary source is a document or physical object which provides direct evidence concerning a topic under investigation. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later.

Some types of primary sources include:

- Original documents such as diaries, manuscripts, letters, official records, and maps
- Photographs
- First-person oral history interviews, news film footage, autobiographies
- Creative works such as poetry, drama, novels, music, art
- Artifacts, buildings, fossils, geology

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include textbooks, magazine articles, news commentaries, biographies, encyclopaedias, and websites.

When historians read primary documents, they read at many different levels. They simultaneously pay attention to argument, purpose, context, content and credibility. Too often students will read a primary document as if it is a textbook. Students need to learn that reading a primary document is a different reading process and involves understanding the main point, but also contextualizing and asking skeptical questions about that point. Breaking the “reading” process into different steps helps students learn this.

Reading Primary Documents

This is a teacher-led process that depends on transparency and discussion. In each step, the teacher clearly explains the purpose of that step, and uses questions to model how historians read primary documents. By doing so, the teacher shows students how to engage in the complex reading and thinking process that historians employ.

Choose a primary document that relates to the content you are teaching. Project the document on a screen so that you can model the kinds of observations that a historian makes and the kinds of questions she asks. The purpose is to show how historians consistently read at multiple levels.

Read, then model reading the primary document like a historian yourself, making note of any characteristics or vocabulary that might make it difficult for students to understand. Make note of any contextual clues (author, date, place, audience) and how those impact your understanding of the document. Underline the main topic and purpose and identify supporting evidence. Write questions that you have about the document.

Give a copy of the primary document to each student. Explain that the class will learn how to read a primary document like an historian.

Read for Origins and Context

In this reading, ask students only to read the top of the document (where usually title, author, place, and date are provided) and the bottom of the document (where there may be additional information, in bibliographic notes, about the title, author, place, and date). For this read, students are not reading the main text of the document. The point here is to note and make some sense of the information about the document’s origins.

Ask students to take note of each of the key sourcing elements. For each, they should ask themselves: Why does this matter? Why is the person significant? Why is the date or period significant? Why is the place significant? Why is the context significant? What background information do I know about any of these?

Read for Meaning

In this reading, ask students to read the body of the text. They should read through the text to understand the author's main idea and to get a sense of the document as whole. Ask students to underline only the sentence or phrase that best captures the author's main idea. *In this reading, students should skip over difficult vocabulary or sections.* Too often students get stuck on a difficult or confusing section and stop reading or miss the big idea. The point here is to get the big idea of the document in order to make sense of more difficult or subtle parts later on.

Discuss students' understanding of the big idea or meaning before moving ahead. If students have differing views about the big idea (and they usually do), ask different students to read aloud the sentence or section of the document they underlined. Discuss the merits and problems with each selection. Try to come to consensus about the big idea.

Next, ask students what they notice about the document as a whole. In terms of genre, is it a persuasive speech, a private letter, or a newspaper article? In terms of content, is it clear or confusing? Were there many vocabulary words or historical references that students found difficult or skipped over? Who is the intended audience for the document?

Read for Argument

In this third reading, ask students to read through the body of the text again. This time students are reading to examine how the argument is constructed. What assertions, evidence, or examples are used to support or give credibility to the author's argument?

Students should underline any support (assertions, evidence, or examples) for the argument. Students should also write in the margins next to the underlined support. They should note whether they consider the support to be strong. Is it logical and believable? Does it contradict other evidence that the students have read? The point here is for students to see that most primary documents present arguments, and that arguments need to be understood and then interrogated for logic and credibility.

Read like a Historian

In this reading, ask students to go into the text one last time. This time students are bringing the earlier three readings together into a more complex final reading. Like detectives, historians are suspicious. Their job is not to take the document at face value, but rather to dig deeper and use sourcing information to ask tough questions about the meaning of the document. Would the argument in the document have convinced its audience? Who might have disagreed or had a different perspective? What facts did the author leave out and why? What questions are unanswered by the document?

Finally, historians evaluate primary documents. Is this primary document significant? Did it have an impact within its historical context? Did it express the view of an important group?

For teachers, this process takes time. You will need to dedicate a sustained block of time to teaching this approach. For students, this process takes time. Too often students want to stop at the surface level of a document. With proper guidance, students should discover that there is a pleasure in interrogating a document that is similar to interrogating an argument made by their parent or friend. Students learn to use their natural skepticism to become historical detectives.

For more information about Historical inquiry using primary sources see:

Teaching with primary sources

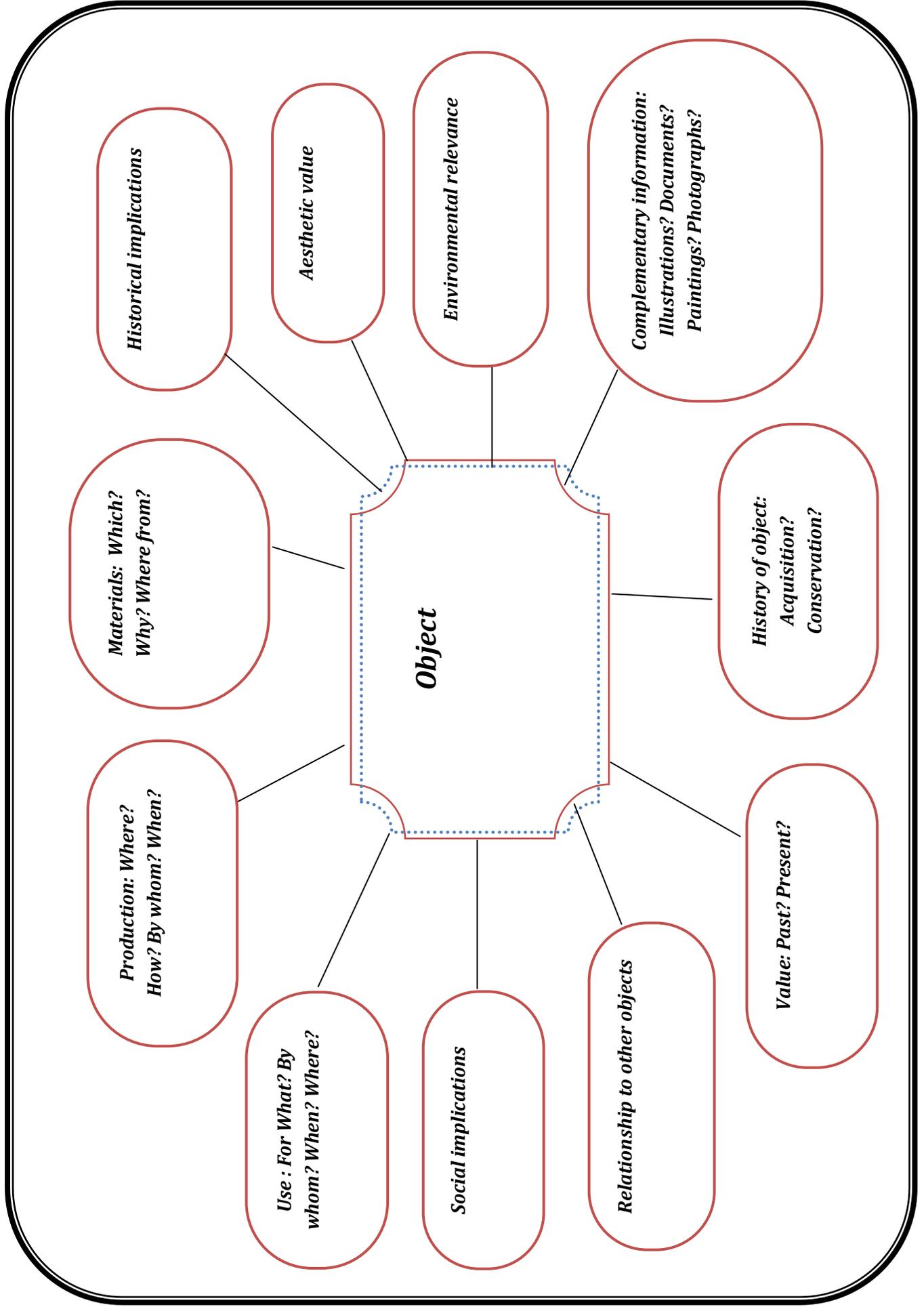
K-12 Teaching and Learning From the University of North Carolina School of Education

This collection of resources includes best practice articles, primary source process guides, lesson plans that model historical inquiry, and book-length materials that incorporate primary sources.

By Kathryn Walbert

<http://www.learnnc.org/lp/pages/5316>

Learning from Objects Template

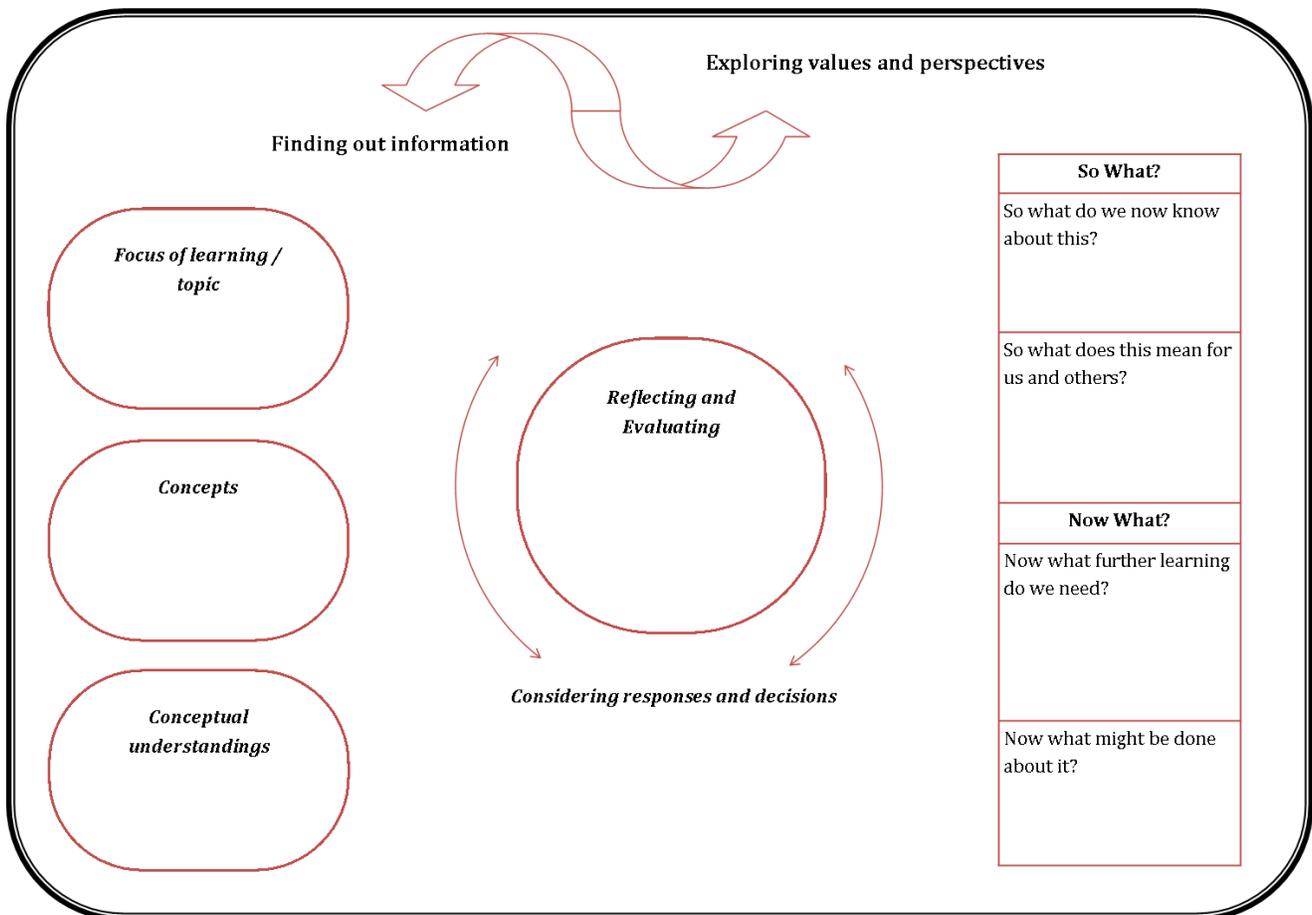


What is Inquiry Learning?

Inquiry learning supports children's curiosity and teaches them to harness it productively for their life long learning.

- Inquiry is in the form of authentic (real-life) problems within the context of the curriculum and/or community.
- The inquiry capitalizes on student curiosity.
- Data and information are actively used, interpreted, refined, digested and discussed.
- Teachers, students and teacher-librarian collaborate.
- Community and society are connected with the inquiry.
- The teacher models the behaviours of inquirer.
- The teacher uses the language of inquiry on an ongoing basis.
- Students take ownership of their learning.
- The teacher facilitates the process of gathering and presenting information.
- The teacher and students use technology to advance inquiry.
- The teacher embraces inquiry as both content and pedagogy.
- The teacher and students interact more frequently and more actively than during traditional teaching.
- There is an identifiable time for inquiry-based learning.

Social Inquiry Template



For more information about inquiry learning and comprehension see:

Reading Power, Nonfiction Reading Power, Writing Power, and Nonfiction Writing Power by Adrienne Gear
Website: <http://readingpowergear.com>

Teaching with Socratic Circles

The Socratic method is named after the classical Greek philosopher Socrates. It is a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. A Socratic Circle is a pedagogical approach based on the Socratic method and uses a dialogic approach to understand information in a text. Its systematic procedure is used to examine a text through questions and answers founded on the beliefs that all new knowledge is connected to prior knowledge, that all thinking comes from asking questions, and that asking one question should lead to asking further questions. A Socratic Circle is not a debate. The goal of this activity is to have participants work together to construct meaning and arrive at an answer, not for one student or one group to “win the argument.” This approach is based on the belief that participants seek and gain deeper understanding of concepts in the text through thoughtful dialogue rather than memorizing information that has been provided for them. While Socratic Circles can differ in structure, they typically involve the following components: a passage of text that students must read beforehand and two concentric circles of students: an outer circle and an inner circle. The inner circle focuses on exploring and analysing the text through the act of questioning and answering. During this phase, the outer circle remains silent. Students in the outer circle are much like scientific observers watching and listening to the conversation of the inner circle. When the text has been fully discussed and the inner circle is finished talking, the outer circle provides feedback on the dialogue that took place.

In Socratic circles the students lead the discussion and questioning. The teacher's role is to ensure the discussion advances regardless of the particular direction the discussion takes. The circles encourage students to work together, creating meaning from the text and to stay away from trying to find a correct interpretation. The emphasis is on critical and creative thinking.

To begin, select a story, article, or media presentation. The selection should challenge participants' thinking skills by having these characteristics:

1. Ideas and values
2. Complexity and challenge
3. Relevance to participants' curriculum
4. Ambiguity

Make sure all students are in a circle and can see one another. For classes of more than fifteen students it is recommended that they form an inner and an outer circle, facing each other. Inner circle students are speakers and outer circle students are supporters. This is also known as ‘Fishbowl’. Other Socratic methods are single circles, triads, or simultaneous seminars.

Ask students to set goals for the Socratic circle, such as:

- I will ask someone else to contribute
- I will compliment someone
- I will answer at least one question
- I will let others speak before I do
- I will listen with an open mind to other's ideas
- I will be willing to change my mind
- I will monitor my language to be sure I demonstrate that I'm willing to consider all ideas

Essential Question: Identify the central idea for discussion and formulate a question that will approach this in an open-ended way, such as “Why is there such a thing as prejudice?”

Follow-up Questions: Choose vocabulary or sentences from the text to create several literal questions. Ask students their interpretation of what the selection means, and whether they agree or disagree.

Application Questions: Build up to relating the content to the students' lives through one or two questions such as “If this were to happen to you, how would you ...?”, or “What do you predict would happen if ...?”, or “Persuade us that Is a good idea.”

Closing Question: Choose one closing question such as, “Did you change your mind and why or why not?” or “Pick a word that describes how you're feeling now.”

Key Words: Identify and define key words.

Socratic Circle Template

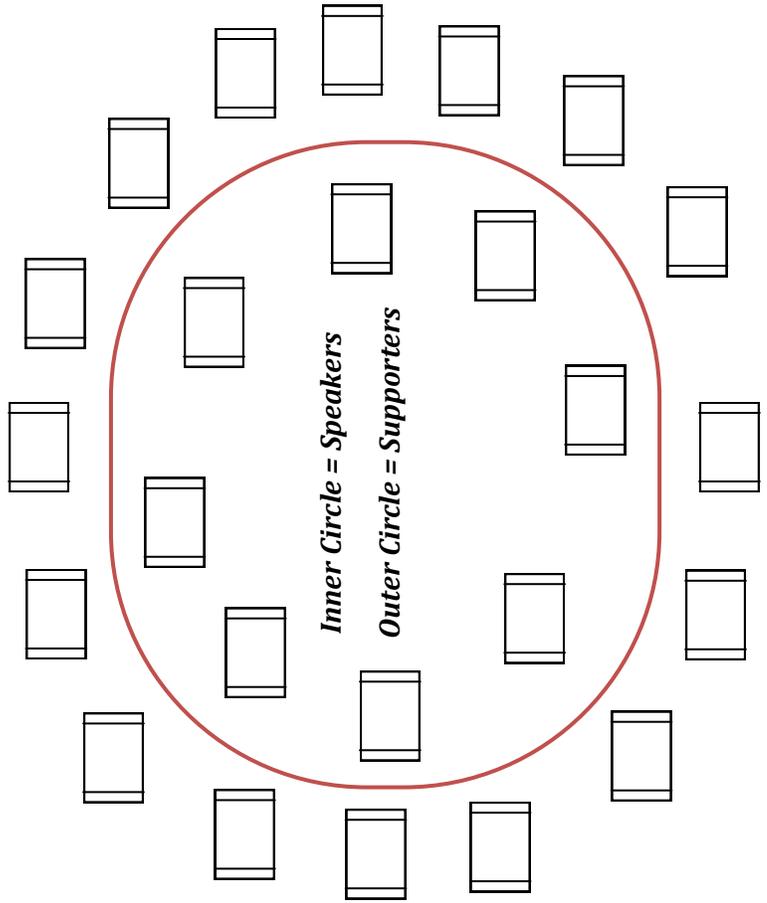
Essential Question

Follow up questions

Application questions

Selected text or media

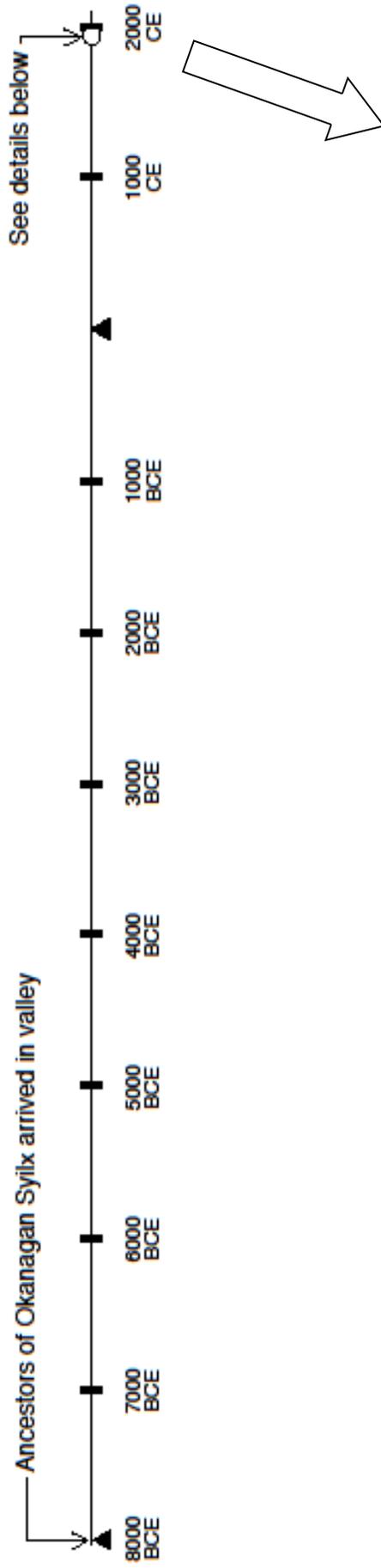
Key Words



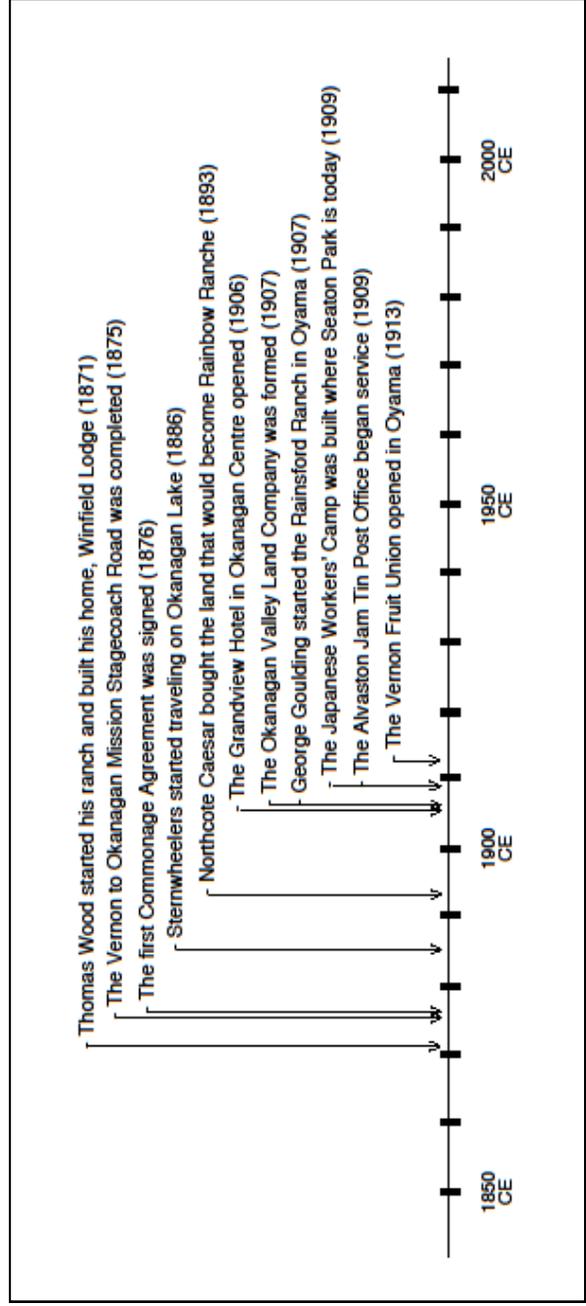
Geologic Timeline of the Okanagan

Years Ago	Era	Period	Epoch	Geology and Living Things	
9,000	Cenozoic	Quaternary	Holocene	First people enter the Okanagan valley	
15,000				Fraser Glaciation, Glacial Lake Penticton, Okanagan Centre drift	
2 million			Pleistocene	Laurentide glaciation, ancient rivers and lakes formed, Lambly Creek basalt formation	
5 million			Pliocene	Mammals diversify	
24 million		Tertiary		Miocene	Chilcotin lava formation, plateau basalt
37 million				Oligocene	
58 million				Eocene	Volcanoes formed - Mount Boucherie, Black Knight Mountain, Dilworth and Knox range, Spion Kop, White Lake and Kettle River rock formations
66 million				Paleocene	Tectonic plate movement, draining of sea, mountain ranges formed. Okanagan batholith uplift
144 million		Mesozoic	Cretaceous		Western Inland Sea, first primates, first flowering plants, extinction of dinosaurs
208 million	Jurassic			Okanagan Fault created, Nelson plutonic formation, first birds	
245 million	Triassic			First dinosaurs, first mammals	
286 million	Paleozoic	Permian		Pangaea supercontinent, rock formations at Chase and Kootenay areas (limestone, chert, marble, argillite, quartzite), major extinctions	
320 million					First reptiles
360 million		Pennsylvanian		Seed ferns, trees	
405 million		Mississippian		First amphibians	
438 million		Devonian		First vascular land plants	
505 million		Silurian			
570 million		Ordovician			
		Cambrian		First fishes	
4600 million		Precambrian		birth of planet	Monashee gneiss formed, first traces of life

Timeline of Human History in Lake Country



Note: The Timeline of Human History in Lake Country is not to scale. It is recommended that teachers and students recreate a to-scale timeline in the classroom to compare the 9,000 to 10,000 year residency of the Syilx people in the Okanagan to the 150 year residency of the settlers.



The Land and the First People

The Okanagan valley was carved over millions of years by the forces of geology. Ancient fault lines, volcanoes, and massive glaciers shaped and re-shaped the land. We can see signs of this in the landscape today.

During the Cretaceous period, approximately 100 million to 65 million years ago, the continent of North America was split by a large shallow sea called the Western Interior Seaway. This sea covered thousands of square kilometers. The Okanagan valley was once oceanfront property.

Around seventy million years ago, the Earth's tectonic plates began to move rapidly. This drained the inland sea, built mountain ranges, and exposed ancient bedrock. The Rocky Mountains were a result of this fault line movement.

In the Okanagan, there are many fault lines. A series of zigzagging cracks known as the Okanagan Fault generally follow the shape of the lake. Many smaller fault lines are found throughout the region. Fault movement in the Okanagan also caused volcanic activity. Those old, inactive volcanoes now ring the valley as low hills. Long ago, Spion Kop, Knox Mountain, and Black Knight Mountain were all active volcanoes. The youngest and largest of these was Mount Bouche-rie. This volcano was the main feature in the valley. It was two kilometres high and ten kilometres wide.

More recent events carved the valley into its present shape. From one to two million years ago and again 15,000 years ago, huge glaciers covered the valley. A vast glacier reached to the peaks of the surrounding mountains. The weight of the moving glacier and the rocky debris underneath smoothed out the mountains to create the rounded hills we see today.

As the climate warmed, an enormous lake filled the valley. The sediment deposited from that lake left silt and sandstone throughout the valley. The melting ice formed lakes in the hollows. The turquoise colour of Kalamalka Lake is caused by glacial minerals.

About 9,000 years ago, after the glacier and its meltwater retreated, the first people came to the Okanagan valley. Archaeologists believe that these people travelled northeast from the Columbia River valley to the south. Little is known about these first people, but history tells us that they were the likely ancestors of the Okanagan Syilx people today.

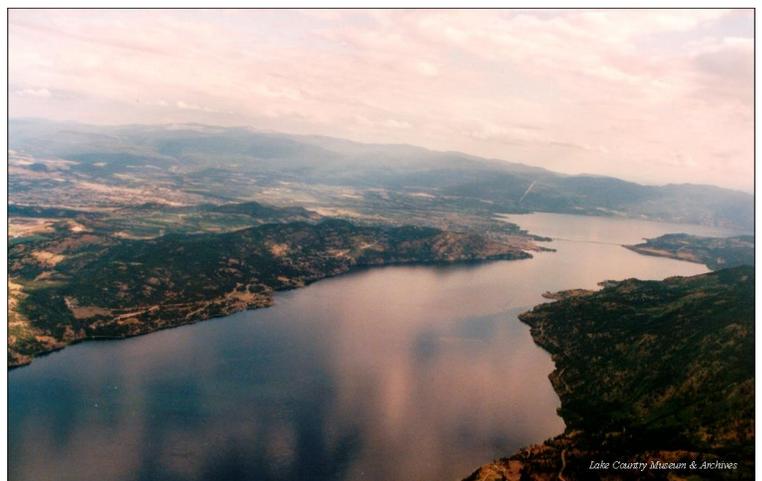
At the height of early Okanagan culture, 3,000 to 5,000 years ago, there were about 12,000 people living in the valley. The territory included the entire Okanagan valley and also the Arrow and Slocan lakes of the Kootenays.

The Traditional Okanagan people have a rich culture. Families and bands moved throughout the year to fish, hunt, or collect food. Although they returned to the same sites each year, only temporary camps were built. During the winter months the Okanagan people lived in permanent pithouse villages. Some winter villages were very small and some vil-lages contained hundreds of pithouses.

In Lake Country, many artifacts have been found near lakes, suggesting that this area was a seasonal hunting and fishing area.

Tectonic plates: Pieces of the Earth's crust and upper mantle.

Pithouse: A dwelling partially dug into the ground with a wooden roof.



Okanagan Lake

LCMA

Essential Question: *What are the origins of the Syilx people in time and place?*

Suggested materials and resources:

Learning from Objects template

Lake Country Museum & Archives (LCMA): Okanagan Syilx exhibits, website exhibition

LCMA website resources: <http://www.lakecountrymuseum.com/collections/archives/>

LCMA website history index: <http://www.lakecountrymuseum.com/history/okanagacentreglacier>

LCMA Discovery Kit

Magic on the Water DVD, by Tracey Bonneau

Okanagan Nation Alliance: www.syilx.org

Okanagan Geology, by Murray Roed and John Greenough

Interior Pictograph Project, by Bruce Goett: www.interiorpicto.com

Historical inquiry using primary source documents

Artifact-based inquiry activity: How to read an artifact

Every object has a story to tell. Artifacts - the objects we make and use - are part of our history.

- Artifacts tell their own stories
- Artifacts connect people
- Artifacts mean many things
- Artifacts capture moments
- Artifacts reflect change

As a class, brainstorm and discuss the types of information we can get from artifacts. Using the Learning from Objects template, model the different ways we can look at an artifact and what information or deductions that can be derived.

In groups, students practice "reading" artifacts and determining their usage. They use inferences to test against published and online information about certain pieces. They surmise the social and historical implications of the artifact and its relevance to the environment.

Groups may present their artifact to the class using the smartboard or by preparing a written report.

Exploration Activities

Human History Timeline

The Syilx people have lived in the Okanagan valley since ‘time immemorial’. What does this term mean to you? Using the *Timeline of Human History in Lake Country* template, have students create a to-scale timeline.

Pictographs and Petroglyphs

How did ancient civilizations record their history and feelings before written language?

Ancient cultures around the world left behind paintings and carvings depicting things they saw in the natural world and events that were significant. The earliest recorded cave paintings are estimated to be over 30,000 years old; these are located in Northern Spain and France. In the Okanagan valley, there are more than 260 pictograph sites and 16 petroglyph sites.

Discussion and research: What do these symbols represent? What materials were used for paint? Why are they located where they are? Why are some locations not known to the general community? Why is it important to protect the Syilx pictographs and petroglyphs?

Paint a pictograph: Take students on a nature walk. Students record or sketch a natural feature or creature that is important to them and also collect a flat-sided rock. In the classroom, students examine their sketch to determine the main lines, then redraw it as a pictorial symbol. Students then paint their symbol onto the rock as a pictograph.

Extension: Students make their own paint using natural materials such as berries, soaked pine needles, or crushed charcoal, adding liquid glue as a binding agent.

Pictograph: *A pictorial symbol for a word or phrase. Pictographs were used as the earliest known form of writing.*

Petroglyph: *A pictogram image created by removing part of a rock surface by carving or incising.*

Glaciers Carved the Valley

Discussion: What is a glacier? How is it different from snow or ice? Do you think there will be another ice age? Take students outside to view the surrounding landscape. Point out the shape of the hills, the benches on the sides of the hills, and scrapes and striations in the rock. Have students find similar evidence of past glaciers and glacial movement. This activity is enhanced when students use binoculars.

Mini glacier: Outside, have students make a snowball and then compress it as much as they can to form ice. This compression is similar to the snow’s compression of a glacier over a long period of time. Is this ice stronger than the snow was? In summer the experiment can be done in the classroom using marshmallows.

Glaciers form where more snow falls each year than melts. The snow accumulates and compresses, forming thicknesses of up to two kilometres or more. The weight of the upper layers of snow exerts pressure on the lower layers to cause the formation of a heavily compacted layer of ice at the bottom. It is this ice layer beneath the snow that becomes a river of ice, known as a glacier.

The Okanagan Syilx Portage Routes

Lake Country is home to the Okanagan Syilx people who have occupied the Okanagan valley for approximately 9,000 years. They travelled Okanagan Lake between winter villages at Penticton and the Head of the Lake (Vernon). The Okanagan people were known as great hunters, gatherers, and fishermen. Lake Country's bottom and riparian lands provided lush vegetation, grasslands, wild fruits, herbs and roots which in turn supported herds of deer and other game. Okanagan, Kalamalka, and Wood lakes provided abundant fishing. The late Ned Louis stated that "a long time ago the people went to Oyama in the fall to fish in Wood Lake." Lake Country provided everything the Okanagan People needed during the warm months and they were able to gather, preserve, transport and store food items for the winter months. They were a semi-nomadic tribe and did not make a permanent home in the Lake Country area, but moved freely throughout Okanagan territory.



LCMA

Okanagan Centre Road roughly follows the historic portage route

Oral histories identify a well-travelled portage route between Okanagan Lake and Wood Lake. This route was used for thousands of years to transport cottonwood canoes from the eastern shore of Okanagan Lake to the southwestern end of Wood (Pelmewash) Lake. Stone points and tools have been found at both ends of this portage route and a recent archeological dig at Wood Lake has uncovered artifacts suggesting a summer village or seasonal fishing camp was located here.



LCMA

Wood Lake 1905, looking north toward the isthmus / Axts-luchus

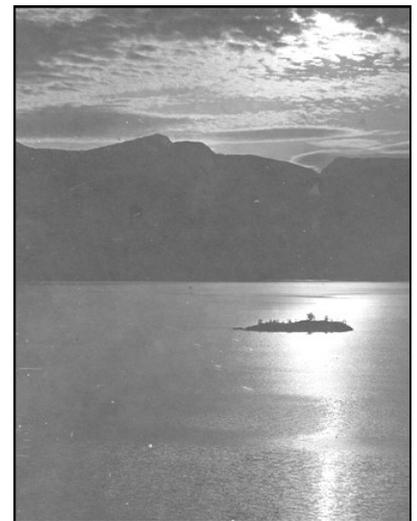
Another portage was located on the isthmus between Wood Lake and Kalamalka Lake. This location was called *Axts-luchus*, meaning, roughly, a narrow crossing with thickly entwined willows. The Okanagan people facilitated this portage by laying down willows and saplings across the isthmus, across which they could transport the canoes more easily. After European contact, this site was named 'The Railroad', a translation of *Axts-luchus* and referring to the willow 'rails' found there.

The Syilx name for Lake Country is *K'lakokum*, meaning "small enclosed land" or "the land between".

Grant Island

Grant Island, as it is now known, was originally called *Nahun Wenox* meaning "mother of a child". Syilx oral history tells that long ago the island filled with air and broke off from the west side of the lake, floating toward the east side to its present location. Interestingly, *Nahun Wenox's* supposed original location has identical, jagged rock formations to those that are found on the island itself. Today, the island is a bird sanctuary.

Riparian: The wetlands adjacent to lakes, rivers, and streams.



Grant Island, 1900
Photo courtesy of the Greater Vernon Museum and Archives

Essential Question: *What is oral history? Is it more or less accurate than written history? Why or why not?*

Suggested materials and resources:

LCMA website resources: *A ‘sea serpent’ in Okanagan Lake?*

LCMA YouTube Channel: www.youtube.com/channel/UCaLQH3PBcsHp5srS6I8e2pA

LCMA Archives: Oral History collection

Scientists in Schools: <http://www.scientistsinschool.ca>

Okanagan Nation Alliance website: www.sylx.org

First Voices website: <http://firstvoices.com>

Sneawips Heritage Museum: <http://www.wfn.ca/museum.htm>

Canadian Oral History Association website: <http://www.canoha.ca>

Incorporating Oral History in the K-12 Curriculum: <http://www.learnnc.org/lp/pages/764>

Historical inquiry using primary source documents

Oral History-based inquiry activity: Oral Histories

The writing of history has been traditionally based on diaries, documents, and other written sources. Recently, however, historians have come to recognize the value and historical significance of oral histories as first hand accounts of past events and people.

As a class, watch and listen to selections of oral history interviews. Discuss the interview content, the interviewees responses, and whether or not the style and tone of the interviews is different from a written transcript of an interview.

Establish protocols for interviews and identify topics and questions to be discussed during the interviews. Students brainstorm and write down questions to ask. Determine interview roles such as interviewer, recorder, or scribe.

Invite Lake Country seniors to your school library for tea and cookies. Pairs or triads of students are matched with a senior to meet and to interview. Students should listen to the senior carefully and in a respectful manner. Ensure students know to check with the senior if they don't understand words used or would like to clarify something the senior said. Interviews should encourage seniors to share feelings and impressions about past events in Lake Country and include specifics about their daily lives.

After the interview students write the interview results from memory.

A selection of short video clips of oral history interviews are available on the Lake Country Museum's YouTube channel at: <https://www.youtube.com/channel/UCaLQH3PBcsHp5srS6I8e2pA>

Two oral history interviews are included in the accompanying DVD to this Guide.

Exploration Activities

Portage Routes

Discussion questions:

How do we know these portage routes existed? Why were these routes used between lakes? When were they used and for how many thousands of years? Why were these locations on each lake important?

Suggested activities:

- Students create a model of one of the portage routes, such as *Axts-luchus*, using willow twigs to recreate the 'rail road'.
- A field trip with a stop at Kopje Park at Lake Okanagan, where stone points and tools continue to be found today, to Beasley and Reisdig Parks at Wood Lake, the site of a summer fishing village.
- Invite an Okanagan elder to share their oral history and community memory of the portage route, traditional fishing, and dugout canoes.
- Visit the Lake Country Museum to show students the actual artifacts discovered.
- Invite an archaeologist to the classroom to talk about the recent discoveries at the Wood Lake site.

Oral History Legends

Over time, oral history memories have been passed down through generations, eventually becoming what we think of as legends. Other local 'legends' based on oral history include N'ha-a-itk (Ogopogo) and the island of Nahun Wenox.

Class discussion: The legend of N'ha-a-itk has been passed down as oral history for thousands of years. Do you think N'ha-a-itk exists today or did in the past? What evidence can you find to support this? If you think that the legend of N'ha-a-itk is only a fictional story, why was it created?

Does your family have a story about their ancestors that has been passed down as oral history? Interview your family members to find out. Write down and illustrate the story.

Discover N'syilxcen: *way' ha t'i k'w' x̣ast*

The Syilx language, n'syilxcen, is one of over fifty aboriginal languages in Canada. Many of these have been carefully recorded and a written alphabet developed. N'syilxcen is now taught as a second language in many schools in the Okanagan.

Discover the Syilx language at **First Voices: <http://firstvoices.com>**. The **First Voices** website is a collection of tools and services designed to support Aboriginal people engaged in language archiving, language teaching & culture revitalization. The **First Voices Language Archive** contains thousands of text entries in many diverse Aboriginal writing systems, enhanced with sounds, pictures and videos. A companion set of interactive online games is designed to present the archived First Voices language data in creative learning activities. Some language archives at **FirstVoices** are publicly accessible, while others are password protected at the request of the language community.

Discussion Questions: Why is it important to preserve languages?

The Syilx people today have developed a written alphabet and dictionary of their language - why?

Wood Lake Kokanee

Kokanee is a word from the Okanagan Syilx language, *kəkni?*. It refers to the land-locked lake populations of Sockeye salmon. Most species of salmon travel hundreds or even thousands of miles over a lifetime. Salmon are born in fresh water and live most of their adult lives in the ocean, returning to the fresh water stream to spawn. Only Kokanee salmon do not make this journey. They live their whole lives in a freshwater stream or lake. Stream-spawners migrate into lake tributaries in early September and complete spawning by mid-October. Shore-spawners migrate to spawning beaches along the lake shoreline and spawn from mid-October to mid-November.



Wood Lake

L.C.M.A

Wood Lake is one of only three lakes in the Okanagan that has two species of Kokanee salmon, the stream spawners and the shore spawners. Although these two types of Kokanee share the lake, shore-spawning and stream-spawning Kokanee are distinct populations. The other two lakes containing both species of Kokanee are Okanagan Lake and Kalamalka Lake

Kokanee salmon vanish from Okanagan

CBC News May 30, 2012 12:53 PM PT

People who fish B.C.'s most important Kokanee fishery say the freshwater salmon have all but disappeared. Traditionally, Kokanee salmon have thrived in the Okanagan's Wood Lake but Anna Maria Ilinyczky, who has been fishing Wood Lake for more than a decade, says the fish just aren't biting. "Even last year was much, much less than the previous years, but this year is getting worse." Ilinyczky said algae are taking over Wood Lake. Pointing to a large bloom visible from the shore, she said it wasn't like this five years ago. "[There's] definitely something wrong with the lake." And provincial fisheries biologist Paul Askey agrees.

Askey says Wood Lake has always been nutrient-rich, which is why the Kokanee have traditionally thrived there, but too many nutrients from fertilizers or other sources can cause algae blooms. The blooms then die and decay on the bottom of the lake - robbing it of oxygen. "It seems like we might have gone past a tipping point in this last year, where it got too productive," said Askey. He says hot temperatures last summer caused the lake to warm and algae to bloom, and that may have killed off many of the fish in the lake. "The Kokanee would prefer not to be in water that is 20 degrees and above up in the warm layers —and they couldn't go down to the cooler waters because all the oxygen had been depleted by decomposing algae," explained Askey.

Askey and biologists from the Habitat Conservation Trust Fund are doing a five-year study of Wood Lake, including a fish count in the fall to see how many Kokanee remain. Askey says recommendations from their study could include changes to the management of nearby streams vital for Kokanee spawning.

Kokanee bouncing back

Castanet News - Apr 13, 2015 / 1:49 pm

Wood Lake kokanee may not be large fish, but in terms of economic and social impact, the fishery is huge: worth an estimated \$1 million a year — all put at peril when the kokanee population crashed in the fall of 2011.

It's been determined that water quantity in Middle Vernon Creek and water quality in Wood Lake has been the major threat to kokanee populations. In dry years, there has been limited water available in the creek for kokanee to spawn and in the fall of 2011 numbers collapsed due to unusually warm water temperatures and low oxygen levels in Wood Lake.

With the help of the HCTF project, the kokanee population has been intensively monitored, both in Wood Lake and in Middle Vernon Creek. Angler surveys have also been conducted to estimate harvest. As well, hydrometric stations were set up with the help of the federal government and the Okanagan Basin Water Board at key points in the watershed, to assess the water balance and see where changes could be made to ensure adequate flows in late summer and fall help spawning kokanee survive.

Ward is confident that, armed with the watershed data from the past few years, they can improve the system's balance, controlling flows by changing releases from Beaver Lake so there's adequate water left in the lower part of the system in September when kokanee return to spawn.

From that, a water management plan can be created which will help ensure the long-term survival of Wood Lake kokanee, but also take into account the needs of humans, aquatic plants that occur along the shores of Ellison Lake and other users along the way. "We're using an ecosystem-based approach. We've really made excellent progress and now we're seeing signs of recovery," comments Ward.



*An algae bloom floats on top of Wood Lake, near Kelowna B.C.
(Brady Strachan/CBC)*

Essential Question: *Do you think Wood Lake's Kokanee are at risk?*

Suggested materials and resources:

LCMA website resource: *The Kokanee Salmon Heritage Project*

LCMA website resource: Aerial photographs of Lake Country, David Madison Album

Topographical map of Wood Lake

Oceola Fish and Game Club, Lake Country: <http://www.oceola.ca>

Okanagan Nation Alliance, Fisheries and Aquatics Department

Regional District of the Central Okanagan, Environmental Education Centre: <http://www.regionaldistrict.com>

Okanagan Basin Water Board: <http://www.obwb.ca/outreach>

Historical inquiry using primary source documents

Multiple Source Activity: Primary Source or Secondary Source?

Review Historical inquiry using primary sources

Put a check mark beside a primary documents and an x beside secondary documents:

- personal letter
- newspaper article
- copy of a speech
- chapter in a book
- original photograph

Gather a number of materials about Kokanee salmon and/or Wood Lake. These can include news articles, maps, books, tour guides, fishing reports, photographs, oral histories, water samples, and website reports.

In triads or groups, students examine each item and determine if it is a primary source or a secondary source and why. Each groups chooses several items to discuss:

- Which is the most accurate/true?
- Which is the most historically significant?
- Does this item express the view of a particular group?
- Who might have disagreed with this report/item or had a different perspective?
- What questions are unanswered?

Extension: Have students bring an item or a photograph of an item from home that they believe is historically significant to their family.

Exploration Activities

The Kokanee Salmon Heritage Project

<http://www.lakecountrymuseum.com/collections-exhibits/the-kokanee-salmon-heritage-project/>

The Kokanee Salmon Heritage Project was developed by the Royal BC Museum as a result of the myriad of questions about Kokanee which arose during school and public interpretation talks at the Mission Creek Spawning Channel, Kelowna, BC. The scientific authority for the project is Dr. Peter Dill, a researcher on trout and salmon in Canada for over forty years and on Kokanee in the Okanagan since the mid 1980's.

The website includes biology and life cycles of stream-spawning and shore-spawning kokanee, local projects and action plan proposals, maps, photographs, news articles, and a Kokanee Kids section.

Extension: Invite a guest speaker to your classroom to learn more about Kokanee and other salmonids and current conservation projects.

How healthy is our water?

The Okanagan watershed includes all of the water that eventually drains into the main lakes and groundwater - streams, higher elevation lakes, and wetlands. The map of the watershed is depicted on the Okanagan Waterscape poster and is available through the Regional District of the Central Okanagan or online at Geoscapes Canada: <http://www.nrcan.gc.ca/earth-sciences/science/water/10814>.

Discussion: What is a watershed? How is our water connected through the watershed?

Students organize a stream or shoreline clean up of one of Lake Country's lakes or streams. This can be partnered with the Ocoela Fish and Game Club, the Regional District of the Central Okanagan, or the Okanagan Basin Water Board.

Extension: Students take water samples and measure water temperature, PH level, nitrate level, and turbidity to determine water health.

The future of Wood Lake

Discussion: What has affected Wood Lake over the past one hundred years? What do you think will affect Wood Lake in the future?

Things to consider:

- Current and potential threats to Kokanee salmon?
- Indications of a healthy or unhealthy lake?
- Development and human encroachment?
- Agricultural activities and water use?
- Pelmeash Parkway and the Rail Trail?
- The proposed reintroduction of sockeye salmon to Okanagan Lake. Will this affect the kokanee?
- Analyze topographical and other maps. Where are/were the orchards?



LCMA

The Commonage

The word 'Commonage' was derived from the contraction of 'Common' and 'Pasturage', meaning common pasturage. This means "... a large tract of land set aside for grazing purposes".

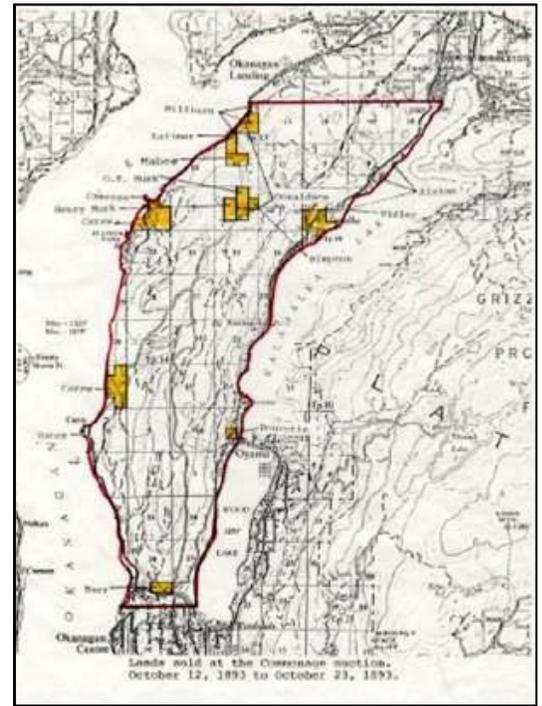
Many white settlers were arriving in the Okanagan valley. It was important to provide both the settlers and the Syilx people a place to pasture their livestock. The Commonage area was, at that time, the vacant land available in the area. The area of the land planned for the Commonage was 25,114 acres. It extended from Okanagan Lake to Long Lake (Kalamalka and Wood lakes), north to today's boundary of Vernon, and south to Okanagan Centre.

On May 8, 1876 an agreement was made that the Commonage was to be reserved from pre-emption for the use of the Syilx people and the settlers for pastureland. This agreement was signed by Indian Reserve Commissioner A. C. Anderson; Dominion Commissioner Archibald McKinley, Commissioner for British Columbia; and Joint Commissioner G. M. Sproat.

However, in 1889, a new agreement was reached between British Columbia's Chief Commissioner of Land and Works and P. O'Reilly and the Indian Reserve Commissioner. The new agreement stated that the provincial government would take over the Commonage and in return it would establish an Indian Reserve on the west side of Okanagan Lake.

In 1893, the government had the land on the Commonage surveyed into quarter sections which were then put up for sale. This land attracted speculators, developers and farmers to locations on Okanagan Lake. Small farming communities developed on the Commonage, including Sunnywold (Carr's Landing) and Oyama.

Okanagan Indian Band Chief Murray Alexis of the Syilx Nation first brought its land claim for the Commonage lands forward in 1989. The land claim for title to the Commonage has yet to be resolved.



LCMA

Map of lands sold at the Commonage auction, 1893. Reproduced from LCMA manuscript Northern Okanagan Commonage



LCMA

Sunnywold school picnic on the Commonage, 1910. The Commonage was also the location of Lake Country's first school.

Pre-emption: A plot of land the settler could claim before the land was surveyed.

Land claim: A legal declaration by a First Nations band or government of desired control over areas of land. In Canada, land claims fall into two broad categories: comprehensive, known as modern treaties, and specific, which make claims based on pre-existing treaties, agreements, or reserves.

Acre: 66 feet × 660 feet (43,560 square feet), or approximately 4047 square metres.

Section: 640 acres. A quarter section is 160 acres.

Essential Question: Who should the Commonage belong to?

Suggested materials and resources:

LCMA website resources: *Northern Okanagan Commonage, History Index*

LCMA Discovery Kit

Okanagan Nation Alliance website: www.syilx.org (map of traditional Syilx territory)

Copies of pre-emption certificates

Where the Grass is Always Browner on the Other Side of the Fence: A History of the Okanagan Commonage by, Dr. D. John Price

British Columbia Crown Land Pre-emption Registers, 1860-1971: <https://familysearch.org/search/collection/2053657>

Aboriginal Affairs & Northern Development Canada - *Kids' Stop*: <https://www.aadnc-aandc.gc.ca>

BC Treaty Commission: <http://www.bctreaty.net/>

BC Archives Research Guide: *Pre-emption and homestead claims*

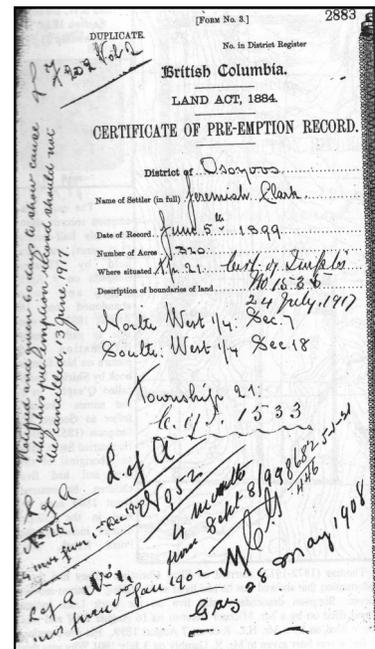
Historical inquiry using primary source documents

Document-based inquiry activity: Pre-emption Certificates

Have students examine the following: *Thomas Wood Crown land grant document*, *Jeremiah Clark pre-emption record*, *Thomas Simpson pre-emption record*, and the *British Columbia Crown Land Pre-emption Registers, 1860-1971*: <https://familysearch.org/search/collection/2053657>

Discussion: Did the government have the right to give away this land? No treaties were signed regarding land in Lake Country or in most areas of British Columbia. What difficulties can you hypothesize?

British Columbia Crown Land Pre-emption Registers, 1860-1971: Pre-emptions are purchased land that has not been fully surveyed. The pre-emption registers summarize the information from the pre-emption certificates. The pre-emptions are listed in registration number order, with an alphabetical index in the back of each volume.



History of Fire Valley, by Ron Taylor

Exploration Activities

Land Claims

Discussion: What are land claims? Why are they brought forward?

Divide the class into three groups and assign role cards. The first group of five students will assume the role of a BC Treaty Commission who will be the decision makers in this process. The second group will consist of representatives from the Syilx Nation. The third group will be representatives from the British Columbia Government and the Government of Canada. Groups should use the materials provided on the DVD and the LCMA website resources for background information.

Group 1 – Treaty Commission (*note: The BC Treaty Commission and the treaty negotiations process were established in 1992 to facilitate treaty negotiations. The Treaty Commission does not negotiate treaties - that is done by the three parties at each negotiation table.*)

Group 2 – Syilx Representatives

Group 3 - Government Representatives

In these roles, students examine the land claim for title to the Commonage.

What are Treaties?

Discussion: What are treaties? Why were they signed? Why are treaties only now being negotiated in BC? Investigate the cost of treaty negotiations. Do you think these negotiations are effective?

BC Treaty Commission: <http://bctreaty.net/index.php>

When BC joined Confederation in 1871, only 14 treaties on Vancouver Island had been signed, and aboriginal title to the rest of the province was left unresolved. It wasn't until 1970 that Canada's aboriginal peoples were able to pursue aboriginal rights in the Supreme Court of Canada. With the exception of Treaty 8 and negotiations with the Nisga'a Nation, most First Nations had to wait until 1993 to pursue their aboriginal rights through the BC treaty process.

The Tragedy of the Commons

The *tragedy of the commons* is a term coined by scientist Garrett Hardin in 1968 describing what can happen in groups when individuals act in their own best self interests and ignore what's best for the whole group. A group of herdsmen shared a communal pasture, so the story goes, but some realized that if they increased their own herd, it would greatly benefit them. However, increasing your herd without regard to the resources available also brings unintentional tragedy — in the form of the destruction of the common grazing area.

Discussion: How does this relate today in regard to water pollution and overuse? Air pollution? Nuclear testing? Other areas? Is this a contemporary problem?

The Vernon to Okanagan Mission Stagecoach Road

This route was first used by the Okanagan Syilx people following the contour of the lakes. Ranchers and settlers travelling up and down the valley used the same route. Late in the nineteenth century, the BC Government selected the route as one of the Okanagan first roadways. It was 'to be completed by January 1st, 1876'.

The road was completed in 1875 and followed a high level route. The road went south from Vernon over the Commonage and along Kalamalka Lake through to the Mission in Kelowna. The upper section of the route through Lake Country went from what is now Okanagan Centre Road East in Winfield to the Old Mission Road in Oyama. The mail stage along this route was operated by Walter Pritchard, Michael Healy, Sam Munson, William Scott (1907), and then by Jack Wyatt (1916).

The canal connecting Wood and Kalamalka lakes was completed in 1908. The level of Wood Lake dropped by four feet and exposed a shelf along the lakeshore. In 1910, the road was rebuilt from Oyama to Winfield along the lakeshore shelf, where it remained until recently. Today, the main route (Highway 97) is again at the higher level, roughly following the original stagecoach road. The lakeshore route is Pelmewash Parkway.



LCMA

The Vernon to Okanagan Mission Stagecoach Road, 1890



Building the stagecoach road
Photo courtesy of the Greater Vernon Museum & Archives



William Scott's mail stage, 1909

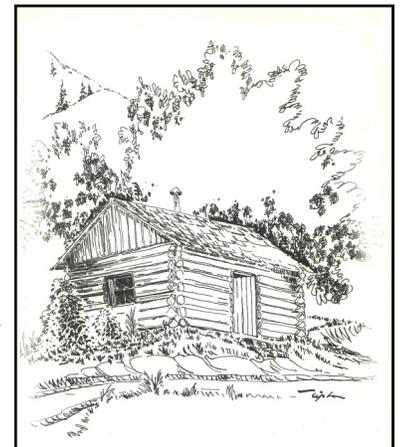
LCMA

The Halfway House

The Halfway House was a one room cabin along the stagecoach road. It was built by Mark Howard, a local rancher, as a stagecoach depot on the lakeshore of Long (Kalamalka) Lake. The Halfway House was built in 1903 and operated for at least ten years. It fed and looked after the passengers and horse teams that traveled from Vernon to the Mission and Kelowna.

The Halfway House was located at Milepost 11 from Vernon. It wasn't halfway in distance from Vernon to Kelowna, but this distance was considered half of the effort for the horses. The horses had to climb up and over the Commonage hills coming out of Vernon.

The depot was owned and operated briefly by Mark Howard. Wilton R. Powley operated it from 1904 until about 1913. The stage owner then moved the depot to a location near Robinson Road west of Woodsdale Road.



The Halfway House
Sketch courtesy of Duane & Carol Thomson

Depot: A station or stopping place along a route.

Essential Question: *How do we record or document our travels? What do we leave behind?*

Suggested materials and resources:

- LCMA website resources: *The Halfway House and the Royal Mail*
- LCMA website resource: *Aerial photographs of Lake Country, David Madison Album*
- LCMA Discovery Kit
- Vernon to Okanagan Mission Road Specifications
- Maps of the Okanagan, including topographical maps
- Teaching with Primary Sources:** <http://www.learnnc.org/lp/pages/5316>
- Stagecoach diagram

Historical inquiry using primary source documents

Document-based inquiry activity - Road Specifications

Students examine the Road Specifications, aerial photographs, and a selection of print and online maps including topographical maps.

Discussion: Why do you think this route was chosen by the government of British Columbia? Would you recommend a different route from Vernon to the Mission?

Extension: Visit or hike along the Mission Road. The original Vernon to Okanagan Mission Road can be accessed in several places. In Lake Country, Old Mission Road in Oyama follows the original road and a hiking trail is accessible at the end of Ponderosa Drive which is off Pelmewash Parkway.

Specification

Section No. 1. Mission Valley, Okanagan Road. Schedule of Work required on Road from Mission Valley to "The Roulway" or Long Lake. Distance 18 miles.

The Road throughout the entire distance to be graded, ditched and forest cleared as per above sections No. 1. annexed.

<i>From Chain</i>	<i>To Chain</i>	<i>General Description of Work to be performed.</i>
<i>1</i>	<i>332</i>	<i>Follow generally the present road etc. clear gravel some large stones lying on the road to be thrown off.</i>
<i>332</i>	<i>361</i>	<i>Grading around gravel point.</i>
<i>361</i>	<i>644</i>	<i>Grading around side hill near H20 by Smith's field, the other portion level.</i>
<i>644</i>	<i>674</i>	<i>Over point of ridge and across a hollow gravelly slope of about 2 ft. in 10 ft.</i>
<i>674</i>	<i>678</i>	<i>Long side hill. Slope 5 to 15.</i>
<i>678</i>	<i>695</i>	<i>Remove gravel and boulders 11 m. 15</i>
<i>695</i>	<i>701</i>	<i>Point of low broken granite fall 11 m. 15 by 6 ft to be cut over upon low side.</i>
<i>701</i>	<i>770</i>	<i>Then grassy side hill, gravelly. Slope of 6 to 8 ft. to 11 at starting, get gradually less up to 7 ft. when level. Average slope 7 ft. in 15 ft. Some scattering stones.</i>
<i>770</i>	<i>835</i>	<i>Traverse</i>
<i>835</i>	<i>889</i>	<i>Gravel Point. Fall 5 m. 15.</i>
<i>889</i>	<i>984</i>	<i>Nearly flat</i>
<i>984</i>	<i>1107</i>	<i>Runnel along steep side of gravel</i>

LCMA

The Vernon to Okanagan Mission stagecoach road follows the pathway first used by the Syilx people following the contour of the lakes, then by ranchers and settlers travelling up and down the valley. In the latter nineteenth century the BC Government selected the route as one of the Okanagan first roadways 'to be completed by January 1st, 1876'. The route through the community has undergone changes over the past 100 years due to human-caused changes to the land, and population and transportation changes. Today Highway 97 again roughly follows the original Vernon to Okanagan Mission stagecoach route.

Exploration Activities

Stagecoach Journey

In groups of four or more, students create a play and dialogue about a stagecoach journey in 1900. Each student selects a character from a set of cards or develops their own character. The group scripts dialogue, situations, and events that take place along the journey, then re-enacts their play for the class.

Characters: The class can brainstorm who might be taking the stagecoach in 1900 to develop a character list.

Extension: Students create a diary of their journey.

Road Building

In a small section of the school yard or nearby park, analyze the terrain and develop a set of 'road specifications' for that section.

Students work in pairs or triads to examine, analyze, and measure a two metre section of the planned route. They then develop a road specification of the building plan of their section with obstacles identified, accurate measurements, and recommendations.

Students will present their specifications and recommendation to the class. Presentations should use the smart-board, projector, or document reader to display designed specifications.

Extension: Build a to-scale, classroom model of the road using the students' specifications.

Winfield's Early Days

Winfield's non-native settlement history goes back to the spring of 1871 when Thomas Wood arrived.

Thomas Wood was born in Bonavista, Newfoundland on March 1, 1841. He left his home in Newfoundland in 1861. He first tried prospecting for gold in various places and ended by driving a herd of cattle in partnership with Cornelius O'Keefe from California north to the Shuswap to feed miners in the Big Bend gold fields. He and his partners staked out land for cattle ranching at the head of Okanagan Lake.

In 1871, Wood sold his share of the partnership to Tom Greenhow and set out on his own. He pre-empted 320 acres of land and established a new ranch on the hills and lower meadows to the east and south of Pelmeash Lake, which is now called Wood Lake. He built a cabin of logs and whipsawn lumber, and named it Winfield Lodge. His cattle ranch expanded quickly and within a few years his property covered 3800 acres.

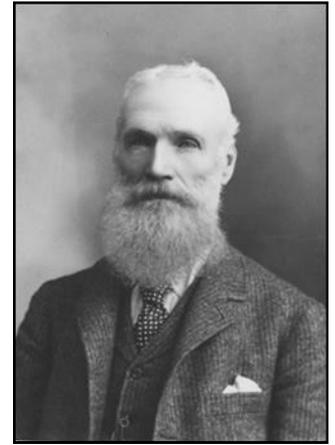
On July 1, 1889 Thomas Wood married Ellen Florence "Nellie" Whelan. She was born in England, on October 6, 1861. Nellie's brother, George Whelan, was a pioneer rancher in the Ellison area. Nellie moved here to marry Thomas Wood, who was a neighbour of her brother George. Thomas and Nellie had four daughters, all born in the Winfield District: Florence (1890), May (1891), Ruth (1893), and Winnifred (1895).

Wood was practical and inventive. He improved his herd by importing good bulls and at one time he gathered bunch grass, threshed it and took the seed to Brent's Mill in the Mission where he had it ground into flour. In 1891, his ranch was at one end of the first private telephone line in the valley. The phone line started at the Postill ranch at the north end of Duck Lake, ran for 5 miles and cost \$55 per mile to install. Thomas Wood was also a Justice of the Peace from 1875 to 1890.

Wood was 61 years old in 1902 when he decided to retire from ranching. He leased part of his property to Price Ellison and sold some of it to others. He and his family moved to Victoria because of Nellie's poor health but Nellie died in Victoria in 1905. They had been married just 16 years. Thomas Wood died in Vancouver on October 27, 1931 at the age of ninety.

Thomas Wood's Winfield Lodge was demolished in 1923 to clear the way for the CN Rail line. His legacy remains in area place names, including Wood Lake and Woodsdale Road. In 1920, the growing district held a public meeting and chose the name of Winfield, after Thomas Wood's Winfield Lodge, for their community.

Whipsaw: A saw used by two people

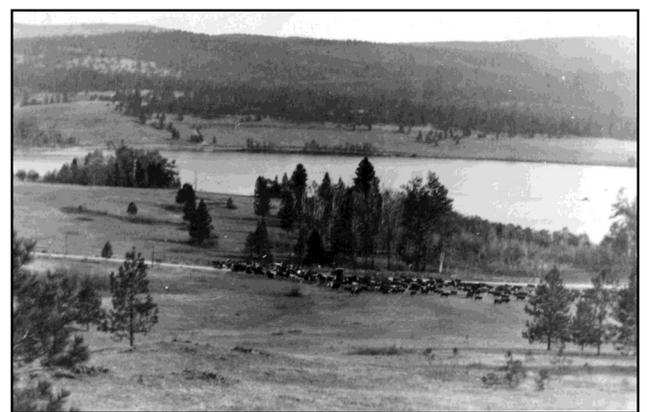


Thomas Wood LCMA



LCMA

Winfield Lodge, 1900



LCMA

Cattle drive, Duck Lake, 1921

Essential Question: *Whose perspective/voice is this story told from? Are there other perspectives that should be included?*

Suggested materials and resources:

LCMA website resources: *Early Settlers in the Okanagan Valley*, *Thomas Wood History*, by Mrs. W. R. Powley, *Winfield: A History*, by June Vreeswijk, *Family Day and a Pioneer Lady*, by Robert M. Hayes, *Okanagan Isolation*, by Dr. Duane Thomson

LCMA Discovery Kit

LCMA interview clip: *Dorothea Loretta 'Mona' Clark Trudeau*

Okanagan Historical Society Reports: *Thomas Wood Biography* 32:99-104, *The Whelans, Pioneers of the Ellison District* 42: 99-103

Thomas Wood, <https://m.youtube.com/watch?v=NUm5yURKTR8&autoplay=1>

A Pioneer Gentlewoman in British Columbia: The Recollections of Susan Allison, by Margaret A. Ormsby

Historical inquiry using primary source documents

Oral History-based inquiry activity

Students listen to an oral history recording from the LCMA's collection and participate in a class discussion focussing on interview techniques, the 5Ws, and other terms such as open, closed and follow-up questions. Students then draft questions to interview a family member.

At home, students interview their parents, grandparents, or other family members to research the history of where they or their ancestors came from. Each student then writes a narrative of their family history and reasons for choosing to move to this area. Students should document and map the route and methods of transportation used.

This activity can be adapted to document travel within the Okanagan.

Following the interview, students present a written or oral summary of the interview and their family history.

Extension: Invite interviewees to come into the classroom for the presentations.

Exploration Activities

Go West! From Bonavista to Winfield

Suggested resource: Thirty-second Okanagan Historical Society Report: *Thomas Wood Biography*, pages 99-104. Available online at the *UBC Library Digital Collection*: <http://digitalcollections.library.ubc.ca/cdm/landingpage/collection/ohs>.

A 6000 kilometre trek across a continent or a journey by ship to the Panama isthmus then on to Victoria, with no idea what awaits you on the other side. Ask students to put on their traveling shoes and prepare for the journey of their lives! In this lesson, students compare imagined travel experiences of their own with the actual experiences of 19th-century pioneers such as Thomas Wood.

Students locate Bonavista, Newfoundland on a map and examine the distance and geography of a trek from Bonavista to Winfield, British Columbia. What means of transportation could have been used in 1871?

Students learn about the experiences of the settlers who traveled across Canada. They then create works of historical fiction in the form of picture books or letters, drawing upon the information they have learned.

Extension: Students evaluate the impact of transportation on society, the economy, communication, and travel. They complete an inquiry project about modern modes of transportation, and compare transportation of the 19th century to transportation today.

A Pioneer Lady: Nellie Wood

Read the history of Ellen Florence "Nellie" Whelan, in *Family Day and a Pioneer Lady*

Discussion: What do you think Nellie Whelan experienced travelling from England to the Okanagan? What route and method of transportation do you think she took? What dangers did women settlers face when moving west? Nellie moved to the Okanagan to marry Thomas Wood, a man she had never met - how do you think she felt at the time? What was Nellie's life here like?

Pioneer Day: Visit the Lake Country Museum and enjoy a half day of pioneer activities, or recreate a pioneer day at your school. What chores did pioneers do? What was their house like?

Extension: How can people change the places in which they live?

The Sternwheelers of Lake Okanagan

The steamboat days began in April 21, 1886 with a small ship called *Mary Victoria Greenhow*. She was the first steam-powered vessel on the lake.

At first the people on the shores of the beautiful lake depended on the steamboat service provided by local firms, but soon the CPR sternwheelers took over and a new way of life began. For many years the picturesque sternwheeler passenger ships traveled up and down Okanagan Lake. They played a large part in the life of their time. They are still remembered for their fine meals and comfortable accommodation.

The roads were very bad and the closest rail connected was at Okanagan Landing. The townsfolk, farmers and ranchers used these charming ships as their main means of travel. They went on special excursions and moonlight dance cruises. They went to picnics, regattas and farm fairs. To the settlers homesteading on the side of a hill, watching the boat coming round the point was a highlight of their daily lives. It meant mail, supplies and perhaps a chance to visit with friends and neighbours on the wharf. As one old timer put it, it made them feel far less isolated. For many, a round trip was the only vacation they could afford.

Such travel was easy. Even though it took more time than nowadays, it was much more relaxing. It was not uncommon for people to travel down the lake for dances, party all night, and come back the next day. One person recalled that it was an entirely different way of life. People didn't fret if the boat was late because they knew it would come some time. The crews were a 'fine bunch.' and often helped out beyond their duties.

Everyone spoke very highly of the superb meals. The tables were set with gleaming silver, spotless linen, and the CPR's own monogrammed china and glass. There was always local fresh fruit and vegetables, with milk and cream from Fintry Farms and other lakeside dairies. And the menu was large, with a choice of as many as eight meat courses.

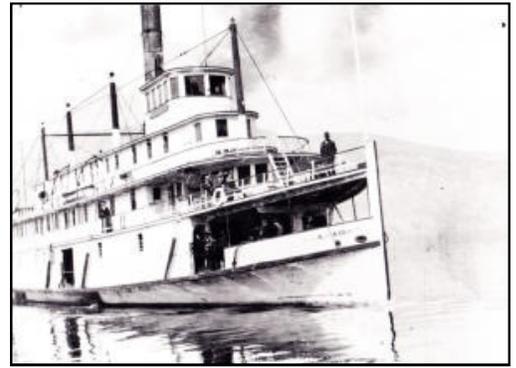
There was a quietness and a serenity in lake travel in those days. The feeling of timelessness and tranquility when sailing on the old sternwheelers has become a long-ago memory, but one which many people still recall with delight.

Source: Staff of Vernon Museum. Steamboats of the Okanagan. Vernon, BC: Vernon Museum, 1978. p. 1.

The SS Sicamous

The SS Sicamous was one of three CPR sternwheelers connecting the communities along the shores of Lake Okanagan. Launched in 1914, the SS Sicamous ran for many years. It connected the rail lines at Vernon and Penticton and numerous wharves, including Okanagan Centre. The sternwheeler operated until 1935 and is now permanently beached in Penticton as a part of a heritage shipyard.

Other luxury-class sternwheelers carrying fruit, produce, dry goods, and passengers were the CPR's SS Aberdeen and the SS Okanagan. Smaller boats, such as the SS Naramata, provided passenger service to other settlements around the lake.



LCMA

*SS Okanagan on Okanagan Lake.
This ship was built at Okanagan Landing in 1907.*



LCMA

*The SS Sicamous at Okanagan Centre wharf, 1926.
Mr. James Gleed, postmaster is waiting at the dock to pick up the mail.*

Essential Question: *What makes a document or photograph historically significant?*

Suggested materials and resources:

LCMA website resources: *Record of a Life*, by Northcote Henry Caesar, *Lakeboats of the Okanagan*, by R. Bruce Goett

LCMA Discovery Kit

The SS Okanagan, http://www.yourepeat.com/watch/?v=Ae9_OYSe3Q4

"I Didn't Enjoy that Meal", excerpt from *The Pioneer Years*, by Barry Broadfoot

Okanagan Historical Society Reports: *Greenhow, Mary Victoria*, 5:5 6:220, *Capt. Thomas Dorland Shorts biography*, 29:145-149

Library and Archives Canada: *Detecting the Truth. Critical Challenge - 2, Exploring the Historical Significance*: <http://collectionscanada.gc.ca/forgery/index-e.html>

Historical inquiry using primary source documents

Multiple Source Activity: Exploring Historical Significance

Historians are continually faced with the challenge of deciding what evidence to use and what not to use. In this challenge, students are invited to think like an archivist and a historian by considering the significance of historical evidence found in a fictitious family member's attic. In this mini-challenge, students decide the importance of evidence.

Present students with the following fictitious scenario:

Your great-aunt has recently passed away and you have just learned she has left her house and its contents to your family. The attic is filled with antiques, papers, letters, official documents, photographs and a few surprises - your great-aunt was a talented artist who created copies of paintings by the members of the Group of Seven and by Emily Carr, and of stamps. Your task is to sort through the materials in the attic and to decide what to keep and what to throw out. You have sought help from some of the brightest and most insightful people you know. Your 'team' includes a close family member, a museum curator, an economic historian, and a social historian.

Your challenge is to identify the 10 most historically significant items in the attic. To reach a consensus will require both discussion and compromise.

Library and Archives Canada: *Detecting the Truth. Critical Challenge - 2, Exploring the Historical Significance*: <http://collectionscanada.gc.ca/forgery/index-e.html>

This website will let you discover why and how people have changed documents, paintings, maps, books, stamps and money throughout history. It will also show you the techniques and tools that experts such as conservators, archivists and librarians at the Library and Archives of Canada use to spot a fake.

Exploration Activities

Who was *Mary Victoria Greenhow*? Why would a lakeboat be named after her?

Read the story of *Thomas Dolman Shorts*, in the *Twenty-Ninth Okanagan Historical Society Report*. As a class, discuss the many changes to the Mary Victoria Greenhow and her travels on the lakes in the Okanagan.

Soap Powered Boat:

Students make soap powered boats and test the reaction of water molecules. Have students cut out small boat shapes from index cards and make a notch in the cardboard at the stern of the ‘boat’. Fill a large bowl or pan with water. Place each boat gently on the water so that it floats. Pour some liquid detergent into a cup, and with a toothpick, collect a small drop of liquid detergent. Place the drop of detergent in the notch in the end of the boat.

As a class, decide on one item to investigate to make the boat go faster or further. In groups, students carry out the experiment with the soap-powered boat and record their results.

* *The experiment won't work if the water already has soap or detergent in it.*

“*I didn’t enjoy that meal*” excerpt from *The Pioneer Years*, by Barry Broadfoot

Discussion: What is discrimination? What were the conditions at the time of the story that might have contributed to discrimination? Do you think discrimination is still prevalent in our society today? What can be done to overcome discrimination?

“I Didn’t Enjoy That Meal”

One thing I’ll remember, I’ll never forget how it was to be what I was in those days, a Japanese Canadian. I was able to get a job throwing apples in the Okanagan. In ’39. It was at Okanagan Centre. I didn’t make any money. Poor Mom. She was supporting the two of us and when I showed her how much I had made, well, it wasn’t much. But...

But when I went up there I put on my suit. Made by my mom. She’d learned how to make suits from my dad, who had been a master tailor. I got on the boat at Okanagan Landing and I had to make a decision. No steward there to help. He was dressed in white, it was lunchtime, and he was serving already. And there was one long table and it had white linen and the second one didn’t. They were dining and the captain was at the head of the first table and some passengers. It was lunchtime and I was hungry and here I am, in my good clothes, eighteen years old, and I am hungry and I have to make a decision. Not wealthy enough to assert myself but I know I’ve got to eat somewhere.

At the long table where the passengers were, there were still about ten empty spaces at the end, so I got enough courage to go into the dining room and I thought it was stupid to sit at the empty table. So I went and sat at the end of the main table. Everything went quiet. I mean they were talking, the captain was talking, and then there was a hush. And then the steward came up to me and said, “Sir, would you sit over here?” and he was pointing toward the one table that had not been set with linen. He wasn’t rude but he made it plain I wasn’t to sit at the big table.

So there I was, marooned at this big plain table, all by myself, and this goddamned—don’t bother to repeat that, please—but this stupid captain, this asshole—becomes a captain he’s got to have a certain amount of intelligence, common sense—he had a rule on his ship that Japanese could not eat with white passengers. I didn’t enjoy that meal but I had to stick it out. I couldn’t get up and leave before I’d finished.

I’ll never forget. That’s probably the cruelest experience in my young days. I could stand being called “Joe” or “Charlie” or anything direct like that where I can see viciousness, but this subtle thing like that where there was not need for it, it is a very depressing thing. That was the state of society. As I say, that was the state of our democracy at that time.

Descriptive Writing

Select a sentence or paragraph from the text, *The Sternwheelers of Lake Okanagan*. What does it mean? Is it comparable to something today?

Examples: “... it was an entirely different way of life.” “... a highlight of their daily lives.”

Students write a story using their selection or a similar descriptive phrase, to evoke a particular mood.

The Grandview Hotel

The Grandview Hotel was the first hotel built in Okanagan Centre. It was beautifully constructed by Northcote Caesar in 1906, and it was located just steps away from the lake. In fact, the historic Grandview Hotel once stood in nearly the same location as the current Lake Country Museum. The hotel was stunning. Surrounded by trees, it had a wrap-around porch and many large windows which invited in the Okanagan sunlight. Caesar, a skilled craftsman, worked hard to build a hotel that would attract visitors from near and far. He was no stranger to woodwork and building design. Caesar had experience constructing everything from furniture to barns, and for this reason, the Grandview Hotel turned out as exquisitely as it did.

Unfortunately, Caesar's craftsmanship alone could not guarantee the hotel's success. According to Caesar's autobiography, the Grandview Hotel was expected to make a profit of \$70.00 a month, and for its first five months of operation, it did. However, as time went on, the hotel's monthly profit dropped dramatically, first to \$15.00, and then later to \$10.00. It is unclear exactly why the hotel's income plummeted so drastically over the years, but WWI was likely to blame.

However, despite not having many guests, the Grandview Hotel was a central part of the community. Henry and Lucy McFarlane, who lived in Okanagan Centre, chose the Grandview Hotel as the location for their wedding in 1918. Unfortunately, the historic building burned down shortly after the McFarlane's wedding took place. Fire completely engulfed the hotel, leaving behind nothing but the brick chimney surrounded by ash and rubble.



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The Grandview Hotel, 1909



LCMA

The Grandview after the fire of 1918

Okanagan Centre

For the first three decades of the twentieth century, Okanagan Centre was the commercial hub of the area that later became Lake Country. From the late 1800s to the 1930s, Okanagan Centre was one of the main shipping points for the central Okanagan and a major port for the sternwheelers. From this wharf, local apples, pears, and even cattle were shipped north to the railhead at Okanagan Landing and from there to points all over the world, while mail, supplies, and new settlers arrived.



LCMA

Main Street, Okanagan Centre, 1908

By 1910, the town of Okanagan Centre had two hotels, the Grandview and the Westbury, a general merchant, and a hardware store. A school was opened in the newly-built church, and ground was broken for a packinghouse and a cannery.

In 1925, the Canadian National Railway connected Vernon to Kelowna through a rail line along Wood Lake. Gradually, the transportation corridor moved from Okanagan Lake and Okanagan Centre into the valley to the east and Winfield, and the railway and roads replaced the sternwheelers and freight barges.

Essential Question: *Why is public housing important to support local communities?*

Suggested materials and resources:

LCMA website resource: *Okanagan Centre School Days*, by Osam Kobayashi

Okanagan Centre Registration List, 1918 (5 pages)

LCMA Discovery Kit

New York Public Library digital collection of menus, 1851 to 1930. Collector, Miss Frank E. Buttolph

<http://digitalcollections.nypl.org/collections/buttolph-collection-of-menus>

Selection of ‘artifacts’

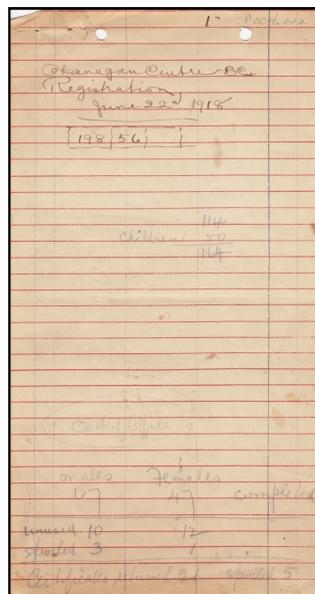
Historical inquiry using primary source documents

Document-based inquiry activity: The Okanagan Centre Registration List, June 22nd, 1918

Discussion: What was the purpose of this document? How is it similar to, or different from, a Census Report? What do you think each of the columns mean? What do you notice and what can you infer from this document?

In groups, students analyze copies of the Registration List and present their findings to the class.

Find: Henry and Lucy McFarlane, Denbei Kobayashi, and others named in the collection of stories.



Registration List June 22, 1918	
1	Jean's Room Bookstore 198-56
2	James Collins 20
3	1. Ethel Ellen Bell 22
4	2. Samuel Cepeland 45
5	William Sanford Powell 6
6	Frank Stimpf Mathison 21
7	2. Denbei Kobayashi 40
8	Denbei Kobayashi 29
9	Satoru Tanaka 32
10	Tanejira Masaki 44
11	Denbei Masaki 16
12	Tanejira Masaki 18
13	Tanejira Masaki 22
14	Kichiro Hikiuchi 45
15	Tadao Kato 27
16	Ki's Kobayashi 30
17	Shue Kobayashi 19
18	Yoshichi Nishitani 39
19	Kichiro Nishitani 29
20	Sannoko Wakana 26
21	Shige Hikiuchi 23
22	Hiroko Hikiuchi 32
23	Tanejira Masaki 32
24	Tanejira Masaki 36
25	Yoshiko Nishitani 29
26	Kichiro Kato 22
27	1. Job Richards 51
28	Cornie Richards 46
29	Lucy Lucile Richards 20
30	Teuta Jukala 41
31	Byronne Tamada 35
32	2. Walter Robinson McRae 21
33	4. John Albert Bailey 37

The Okanagan Valley Land Company

The Okanagan Valley Land Company planted most of the first orchards in Lake Country.

In 1892, two brothers, Homer and Vincent Maddock, bought thousands of acres of land. The land went from the Rainbow Ranche south to McKinley's Landing, and from Okanagan Lake east to the flats of Winfield and Thomas Wood's ranch. The brothers were absentee owners, who lived in Eastern Canada. They were active in the development of the area although they didn't move to Okanagan Centre until 1906.

The two brothers sold their holdings to the Trusts and Guarantee Co. Ltd. of Toronto in 1907. That company set up the Okanagan Valley Land Company Ltd. and the Okanagan Centre Irrigation and Power Company Ltd. to develop and sell the subdivided lands. Property was sold as ten acre, twenty acre, or larger lots for apple orchards. In Okanagan Centre, lots sold to build houses were narrow, only twenty-five feet wide.

There was no water source for the bench lands in Okanagan Centre. The Maddock brothers and the Okanagan Valley Land Company worked hard to find a water supply. At the time, the pumps, which were wind powered, did not have the power to take the water for very long distances. They decided to run a water line from Beaver Lake. By 1909, the Okanagan Valley Land Company had completed the main line of an irrigation system to Okanagan Centre. This water source became the water system for most of the areas of Winfield and Okanagan Centre. The Maddock brothers played a major role in this important project.

In 1908, the Maddock brothers gave a plot of land to the community for a cemetery.



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Opening the Okanagan Valley Land Company office, 1908



Homer Maddock

LCMA

Absentee owner: One who owns land but does not live in the community.

Acre: Approximately 4047 square metres.



LCMA

Early orchards, Camp Rd, 1909

Essential Question: *What is the balance between preserving nature and continued development?*

Suggested materials and resources:

LCMA photographs: wooden irrigation flume, selection of aerial photographs

LCMA website resources: *The Winfield, Okanagan Centre Irrigation District, 1908 – 1989, History Index: Irrigation System*

LCMA Discovery Kit

LCMA video clip: *Winfield Memories*, by Hideo Tanaka: <https://www.youtube.com/watch?v=D60K4aFyyQM>

District of Lake Country website resources: Water Services, video *Flume: The Story of the Original Irrigation System in Oyama*, by Jordie Starling: <http://www.okanaganway.ca/municipal/municipal-services/water/>

Okanagan Historical Society Report: *Irrigation and Water Legislation in the Pioneer Years*, by Lydia Baum-brough 43:5-10

Historical inquiry using primary source documents

Artifact-based inquiry activity: Flumes

Have you seen irrigation flumes or pipes on the hillsides today? Using online resources and books, students research the history of irrigation in the Okanagan and Lake Country. What were the types of flumes built. Why were they located in particular areas? What is used today to irrigate Lake Country?



LCMA

Students present their irrigation reports in writing, as an oral presentation, or as a multimedia presentation. They should be able to tell how irrigation played a key role in the development of Lake Country and the lives of the early pioneers.

Extension Activities:

Invite a guest speaker from the District of Lake Country Water Department to speak to the class about irrigation today and the importance of water to the community.

Take a field trip to a reservoir. The District of Lake Country operates three water systems: the Lake Country Water System, the Coral Beach Water System, and Lake Pine, which includes six storage dams, six chlorinators, seven reservoirs, eight pump houses, 34 pressure-reducing stations, and over 125 km of mainlines.

Visit the Lake Country Museum to see early irrigation pipes and flumes.

Exploration Activities

Land Development

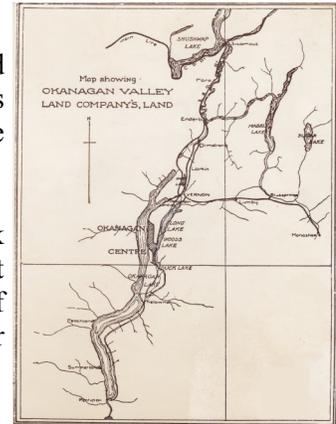
Students compare historical photographs with current aerial photographs and determine what factors influenced land use decisions. They evaluate the impacts of different land uses on an area and consider future changes in land use and the effect these might have on Lake Country.

Using a selection of aerial photographs and archival photographs, students work in small groups to make note of changes to the landscape. Using a document reader or a digital image and a smartboard, the groups present their analysis of the changes, whether these changes are positive or negative and why, and their recommendations for future land use and development.

Discussion: Communities make land use decisions every day. Take a look at areas surrounding large cities, in redeveloping downtown areas of older cities, and in the countryside and you'll see land use changes.

Given the impact that humans have already had and continue to have on the land, a major challenge facing communities, both urban and rural, is how to plan for continued growth. What are the best ways to accommodate growth and minimize the negative impact on the existing community and the natural environment?

Extension: Guest speaker from the District of Lake Country, Land Use Planning Department



LCMA

Irrigation Engineers

Throughout history, humans have devised different ways to move water from one location to another; engineered irrigation has been critical throughout the world.

Students work in teams of 'engineers' to design and build their own irrigation system out of everyday objects. Their challenge is to move 500 ml of water over a distance of at least one metre, splitting the water at the end of their irrigation line into two cups receiving 250 ml of water each.

Teams test their irrigation systems, measure and evaluate their results, and present their findings to the class.

The Japanese Worker's Camp

The Japanese worker's camp was built by the Okanagan Valley Land Company. The men and women who came from Japan to work in the first orchards lived there. The camp was located on Camp Road in Okanagan Centre, about where Seaton Park is today. From 1909 through the 1930s, many of the Japanese Canadian pioneers lived and worked at this camp.

The first Japanese pioneers arrived in Lake Country in the early 1900s, looking to work in the new orchards. They were young single men planning to work in Canada for a few years and then to return home to Japan. They brought with them many skills and a strong work ethic. They contributed a great deal to the success of the early orchards. Because of their experiences in the Okanagan and the beauty of the Lake Country region, many decided to stay and to build a life here.

Once established, many of these young men returned to Japan to marry and to bring their wives back to the Okanagan. Some of these workers moved to the Winfield area where they worked for the Okanagan Valley Land Company. Others moved to the Rainbow Ranche in Okanagan Centre. Many lived and worked on these fruit farms for years. Some were able to purchase land and develop their own acreages.

The first Japanese person to settle in British Columbia was a man named Manzo Nagano in 1877. By 1896, approximately one thousand Japanese had immigrated to BC. Four years later this number had grown to forty-five hundred, and was ninety percent of all Japanese living in Canada. Between 1906 and 1907, a second wave of ten thousand more Japanese arrived in Canada and settled in BC. These first generation Japanese immigrants, or *Issei*, did not usually plan to stay. They came as sojourners, or *dekaseginin*, living simply and saving as much as they could, planning to return home.



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Okanagan Valley Land Company worker's camp, winter 1909



LCMA

Names and location unknown



LCMA

Eijiro Koyama

Eijiro Koyama immigrated to Canada in 1899, when he was only 18 years old. He worked first as a commercial fisherman and then for the railroad. Eijiro moved to the Coldstream Ranch in 1904 to manage the fruit tree nurseries. In 1916, Eijiro Koyama left the Coldstream Ranch and purchased property in Winfield.



LCMA

Denbei and Hiro Kobayashi

Denbei Kobayashi

Denbei Kobayashi began working at the Coldstream Ranch in 1907. He had a background in horticulture and soon became a nursery foreman. In 1909, Denbei left the Coldstream Ranch to work in Oyauma and Okanagan Centre. He had a contract to plant 800 acres of fruit trees at the new Rainbow Ranche. The contract took three years to complete. It employed up to fifteen men and paid 4¢ for each tree planted.

Immigrant: A person who migrates to another country, usually for permanent residence.

Sojourner: One who stays temporarily in a place.

Essential Question: *Why is there such a thing as prejudice?*

Suggested materials and resources:

LCMA website resources: Link to the Virtual Museum of Canada exhibit, *The Japanese Canadian Pioneers of Lake Country, 1899-1939*

LCMA Discovery Kit

LCMA YouTube Channel: Selection of 19 video clips narrated by descendants of the Japanese Canadian pioneers, <https://www.youtube.com/channel/UCaLQH3PBcsHp5srS6I8e2pA>

Selection of archival photographs

District Japanese Canadians during World War II, by A. Kobayashi

Tora, produced by Mountain Lake Films, Lake Country, BC

Japanese Pioneers and the Rainbow Ranche: <https://m.youtube.com/watch?v=8QYPNEYyB1I&autoplay=1>

The Nikkei National Museum & Cultural Centre: <http://centre.nikkeiplace.org/>

Japanese Canadian History: <http://www.japanesecanadianhistory.net/>

Historical inquiry using primary source documents

Photograph-based inquiry activity: Reading photographs

Occasionally, archives receive photographs into their collection which have very little or no information about the subject of the photograph, the date taken, or the location. The photograph of the men and two boys on the preceding page is one such photograph. These mystery photographs require detective skills to try to determine information for archival records and for researchers.

As a whole class activity, model and practice reading an archival photograph:

- What do you think is happening?
- What are the people doing?
- What time of the day was the photograph taken?
- Who do you think took this photograph?
- How do you feel when you look at this photograph?
- What other questions could we ask about this photograph?



LCMA
*Akira, Shoichi, Hisao,
Isao Hikichi at the Rain-
bow Ranche, 1928*

Working in pairs or triads, students select a photograph to read, considering the above questions and adding at least one of their own. Students present their photograph and analysis using a digital copy and the smartboard. Presentations can be printed and posted in the classroom to begin to create an archival photograph library with records.

Exploration Activities

Prejudice

- Why is there such a thing as prejudice?
- Does anyone have the right to treat another human being differently?
- Is there still prejudice in our society?
- What do you think are the basic human rights of any person?
- How would you feel living in these people's place?

Should there ever be exceptions? For example, is it prejudiced to charge young drivers higher insurance rates? Is it prejudiced to expect certain physical qualifications to do a job?

Have the students write a journal entry about the issue of prejudice. They may write their response as a narrative, a personal reflection, an essay, or even as a poem. They will then create some type of poster that will be used to inform others around the school about prejudice and what they can do about it. It could tell the story of how some one fought against prejudice, what we can do to reduce prejudice, or even the student sharing their feelings or thoughts through the writing or poetry they did previously. Copies of photographs could be used by students to add visual appeal to their posters, and colourized with chalk.

Assessment and Evaluation:

In groups or as a class, students may conference and debrief each other after they have presented their projects. Students should be encouraged to share their personal reflections about how it felt to speak in front of their audience.

Students may use their rubric as a guide for writing a self-assessment of their project work. They will determine their level for each of the categories and use the criteria specified in their rubric to justify them.

Ideas for Enriching this Project:

The movie, *Tora*, starring David Suzuki and produced by Mountain Lake Films of Lake Country, explores prejudice and the internment of Japanese Canadians during WWII. This was filmed in Lake Country, whose residents were not interned, but presents a realistic example of the experiences of the coastal Japanese in British Columbia.

Research and Discussion:

Were Japanese residents of Lake Country interned during World War II? Provide evidence to support your thinking.

Research and Discussion:

Are there migrant workers in Lake Country today?
What does the word 'migrant' mean? How is it different from 'immigrant'?

The Rainbow Ranche

The Rainbow Ranche was one of the first independent fruit ranches in Lake Country. The history of the Rainbow Ranche began in 1893, when it was purchased by the Barr brothers at a land auction in Vernon. Originally part of the Commonage, the Barrs named it the 'Rainbow' because of the frequent rainbows spanning the property.

In 1896, the Barr brothers sold the property to Northcote Henry Caesar and his partner, T. F. Valentine for \$2000.00. They planted hay and added to their income by logging, working at the Big Bend Mine, and transporting freight and passengers in their boat, *Wanderer*.



Rainbow Ranche Orchard, 1910

LCMA

Until 1909, there were at least six different owners. At that point, J. E. McAllister (1/2 share), R. S. Dormer (1/4 share), and James Goldie (1/4 share) formed The Rainbow Ranche Ltd. Goldie was appointed manager for the absentee owners. The partners planted the first orchard. The Rainbow orchard was the first large scale fruit orchard in the Lake Country area.

With irrigation, fruit orchards soon covered the property, including 125 acres of apples. The Rainbow had its own packinghouse at the top of Rainbow Hill. When the packinghouse was in full operation it employed a large number of sorters and packers, most of whom were Japanese Canadians. The fruit was taken by wagon and team to the wharf at Okanagan Centre where it was picked up by one of the sternwheelers and taken to the railhead at Vernon.



LCMA

SS Aberdeen in 1915, loading Rainbow Ranche fruit at the wharf at the foot of Pixton Road in Okanagan Centre. The man on the right is Rainbow Ranche Manager Jim Goldie.



LCMA

Sorting apples at the Rainbow Ranche packinghouse, 1920

Essential Question: *Why is the preservation of a local historic site important?*

Suggested materials and resources:

LCMA website resources: *The History of Rainbow Ranche*, by Susan Funk, *Record of a Life*, by Northcote Henry Caesar, *The Goldie Saga 1793-1886*, by Theresa Goldie Falkner
Oral history interview of Anne Goldie Land, *Anne Land Memories*
Map of the Rainbow Ranche orchards, by Nancy Goldie
LCMA Discovery Kit

Historical inquiry using primary source documents

Photograph-based inquiry activity: Photo Diorama

Choose a historical photograph of a person or persons with a featured background.

Using a 40 cm x 40 cm cardboard base, create the geography of the photograph. Paint the background, add and attach three dimensional features, and add some details. Enlarge a copy of your photograph. Cut out the people and other key features in the photograph. Glue them on cardboard to stand them up in your model.

Compare the original photograph with your model. Develop a keen eye for detail.



LCMA
Rainbow Ranche house, 1910

Exploration Activities

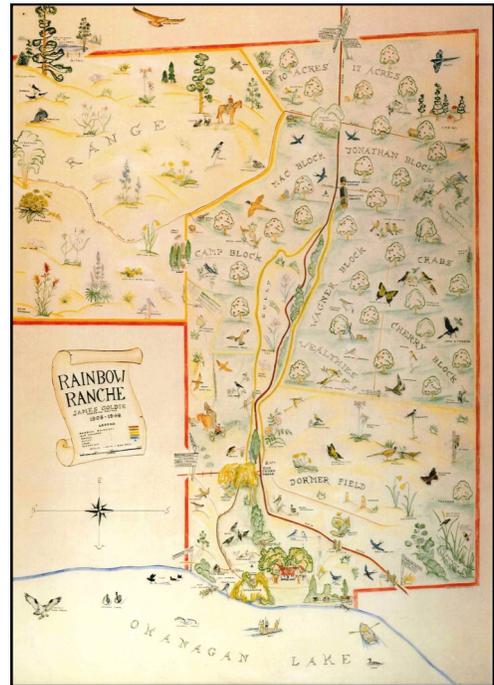
Landscape Mapping

Nancy Goldie, the younger daughter of James Goldie, created a landscape map of the Rainbow Ranche. Hand-drawn and coloured, it shows the physical features, orchards, buildings, animals, and people.

With the Rainbow Ranche map displayed on a screen or smart-board, ask students to share what they notice about this map. What does it bring to mind?

In the schoolyard or a nearby park, students select a one metre square space, mark it with masking tape, and draw what they see in that space. An alternative is to have students throw a hoop and map the section that the hoop encircles. Student's maps should include notable landscape and living features, titles, a map legend, and a measurement scale. Imagining that they have shrunk to only 1 cm tall, students can draw themselves into the map.

Extension: Students bury an object in their mapping area, and include directions on the map for another student to locate the buried 'artifact'.



LCMA

Extend a Photo

Choose one of the four Rainbow Ranche photographs in the book.

- What is happening in the photograph?
- When was it taken?
- Why did you choose this photograph?

Students place a copy of their photograph on a blank sheet of paper. Continue drawing a section of the photograph or adding in something that you feel is missing. Write a fictional story based on the photograph.

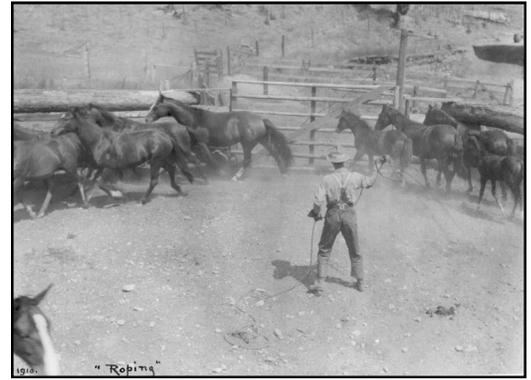
The Rainsford Ranch and the Goulding Family

George Cassilis Goulding (1886 – 1943) was the son of a wealthy Toronto family. Rather than going to work in his family’s millinery business, George moved west.

In 1906, he arrived in this area and boarded with the Lloyd family at Long Lake Farm. The following year, he purchased 377 acres on the Long Lake Farm property at \$20.00 an acre and also bought additional range land above the property. He eventually owned 2,060 acres - 60 acres in orchard and the rest as rangeland. The land, known as the Rainsford Ranch, was located northwest of the Oyama isthmus, and extended from the lake up the hillside.

George Goulding, with his wife May and their three children, Florence (1911), Margaret (1913), and William (1916), had one of the largest orchards in the Oyama area. He had arrived and purchased his land just before irrigation was brought in.

The Gouldings also established a large horse farm on the Rainsford Ranch. Here they bred and raised horses which they sold to other ranches and to new settlers. Goulding hired John Sadler as ranch foreman in 1908, and the whole Sadler family of John, his wife, and their five sons worked at the Rainsford Ranch.



LCMA

Roping horses at the Rainsford Ranch, 1910

Ranching

Lake Country lies 95 kilometres north of Osoyoos, which is on the Canada - United States border. Osoyoos is situated in the only semi-arid desert in Canada and it has the lowest rainfall in the country. This area is known as the arid biotic zone, and Lake Country is at the far north end. Irrigation has changed Lake Country’s landscape from bunchgrass and ranches to orchards and vineyards.

Ranching was the major industry in the Okanagan before orchards. From the 1870s, when the first settlers began to arrive, through to about 1910, cattle ranches and rangeland for grazing took up most of the Lake Country area. Early ranches were located on both sides of Wood Lake and the west side of Kalamalka Lake, and the Commonage.



LCMA

The Sadler family at the Rainsford Ranch, 1908

Most of the ranchers could not survive on raising and selling cattle. They grew and raised their own food and earned extra income in other ways. Some of the ranchers supplemented their income by packing freight to the goldfields and to the mining areas of the Kootenays and northern British Columbia. Others grew cash crops such as hay. Ranchers who were located along the stagecoach road opened stopping houses, such as the Halfway House at Milepost 11, or small stores to supplement their income.

Millinery: A maker of women’s hats.

Isthmus: A narrow strip of land between two bodies of water.

Arid biotic zone: A desert landscape with very low rainfall.

Essential Question: *How did the rancher's and settler's concept of the land differ from the Syilx people's?*

Suggested materials and resources:

LCMA website resources: *Threshing on the Bar U Ranch*, by Dr. Duane Thomson, *Record of a Life*, by Northcote Henry Caesar, *The Autobiography of Harold David Butterworth*, *Thomas Wood History*, by Mrs. W. R. Powley. LCMA History Index: *Kalwood Ranch, 1910-1913* *V_V Ranch, 1890-1893 Commonage Auction*

LCMA Discovery Kit

Okanagan Historical Society Report: *Alexander MacDonnell, Pioneer Stage Driver and Rancher, 1862-1925*, 40:66-72

The Okanagan Nation Alliance: www.syilx.org

O'Keefe Ranch: <http://www.okeeferanch.ca>

Historical inquiry using primary source documents

Map-based inquiry activity: Oyama District 1893-1913

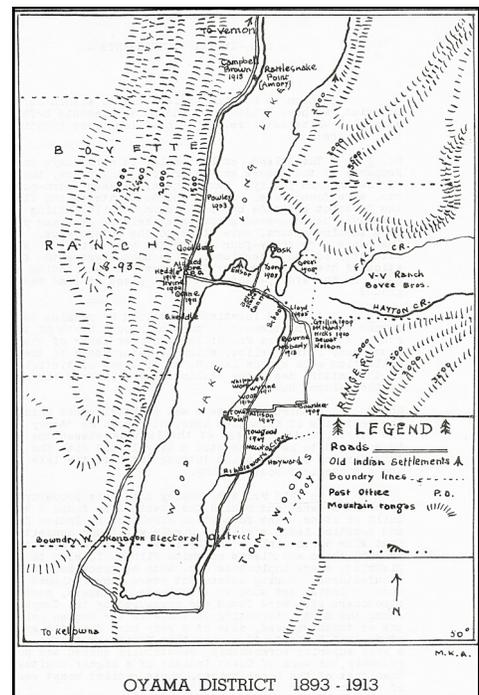
Locate the Rainsford Ranch and other ranches on the map of the Oyama District 1893-1913. Note key features and terrain.

Who was Bouvette? Why do you think this map shows he has a large ranch? Many reports state that Frank Bouvette pre-empted land. However, the Commonage land was common grazing land until 1893, when the BC government cancelled the document and sold sections of the Commonage at auction in Vernon. Research the date of the Commonage auction. Compare it to the newspaper advertisement.

Vernon News, May 26th, 1892



Greater Vernon Museum & Archives



LCMA

Exploration Activities

Sim Ranch

Students will create their own simulated ranch using historical details from the 1880s era ranches in the Okanagan Valley. They will work in small groups in order to allow for brainstorming and consensus building.

In groups, students begin by deciding on a name for their ranch and designing a brand that represents the group members in some manner. They can research the history of brands and examine how ranchers came up with brand designs. What is the brand used by the V_V Ranch?

After creating the brand and naming their ranches, the brands can be shared with the other groups, challenging them to try to "read" the ranch name from the brand.

The students will then begin researching what ranching was like in the 1880s using the online sources and additional ranching content from Lake Country Museum.

As a whole class, students will brainstorm questions they will have to answer in order complete the project. How big is an acre? What did cattle cost? How much were cowboys paid? What problems did they overcome? Research other ranches such as the BX ranch and O'Keefe ranch.

The geography of the area is a major factor in the settlement of any region. Students will need a report on the geographic and climatic description of the area including information about the general climate, weather, landforms, flora and fauna, soil conditions, and water sources. Students should also consider the chosen area's effect on transportation, communication, and the raising of the animals themselves.

The ranchers will prepare a budget for the coming year. Students also determine any other costs involved, such as the cost of food, a cook, horses, saddles, wood and building costs.

Students can compare their simulation ranches to documented ranches in Lake Country.

Extension: Visit the Lake Country Museum to see the ranching and blacksmith exhibits and to view the photograph collection of the Goulding family and the Rainsford Ranch.

Horses to Automobiles

Discussion: How has the land been changed to accommodate automobiles?

The Packinghouses of Oyama

The population of Oyama grew in the early 1900s. The introduction of irrigation changed the economy and local ranches began to switch to orchards. This created a demand for a local packinghouse. Oyama has access to transportation on Kalamalka Lake and the railhead at Vernon, and was a logical place for a packinghouse.

In 1913 the Vernon Fruit Union opened as a cooperative packinghouse which was supported by the Oyama growers. Stirling and Pitcairn opened an independent packinghouse on the canal in 1914. By 1916, individual orchardists entered the packing business. Dr. Irvine, W. T. Heddle, Jack Stevens, and Robert Allison all packed their own fruit. Heddle and Irvine has their own packinghouse near Dr. Irvine's house.

With increased production, hand grading at the Vernon Fruit Union was replaced by two grading machines and a storage plant. The Vernon Storage Co. opened in 1919 and the larger packinghouse was completed in 1921. By 1950, the Vernon Fruit Union packed 3000 boxes per day.



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Bob Allison packing 'Bulldog Brand' apples in his orchard, 1925



LCMA

The packing line at the VFU packinghouse in Oyama, 1940

At the packinghouses the fruit was sized and graded, and apples considered not suitable for market due to bruises, blemishes, or poor colour were culled. In the early years, thousands of pounds of culls were dumped and left to rot. By WWI, small companies began dehydrating the culls and canning the dried fruit, and in the 1930s companies began processing the culls into apple juice.

Cull: Something picked out and put aside as inferior.



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*The VFU packing crew operating at the cannery building, 1914
Back Row: Winnie Brown, Mrs. Curfoot, Charlie Phillips, Alec Philips, Sam Tyndall
Front Row: Floyd Whipple, Ted Fudge (Durham), 'Peggy' Rowan, Rowan daughter, Martha Getty, Mrs. Rowan*



LCMA

*Dumping Apples, 1930
Workers toss the culls off one side of the Vernon Fruit Union's packinghouse in Oyama.*

Essential Question: *Does fruit continue to be of economic importance to Lake Country?*

Suggested materials and resources:

LCMA website resources: *Student Essays: History of Winfield*, various authors, *The Story of Waitamata: The Towgood House*, by Vera Towgood, *The Kalamalka Women's Institute*, by Laura Neame, *Conferring the Electoral Franchise upon Women*, by Carol Thomson

LCMA Discovery Kit

Okanagan Historical Society Reports: *Apple Packing in the Okanagan Valley*, by Clement Battye, 48:16-19, *Working Women in the Early Packinghouses*, by Brianna Shannon, 78:131-134

Winfield Packinghouse, by Alyssa Parfitt: <https://m.youtube.com/watch?v=IzPGhK05xAs&autoplay=1>, *BC Tree Fruits Winfield Packinghouse - Apple Bags*, BC Tree Fruits: <https://www.youtube.com/watch?v=A9hgRZM41Oo>

A Rich and Fruitful Land, BC Tree Fruits

BC Tree Fruits: <http://www.bctree.com>

Historical inquiry using primary source documents

Photograph-based inquiry activity: Women at Work

Shortly after the opening of the first packinghouses in Lake Country, the sorting and packing line positions began to be predominately filled by women.

Discussion: Why do you think this occurred? What were the local, national, and world conditions and events that might have led to this?



Seaton Packinghouse crew, 1927

LCMA

Exploration Activities

From Orchard to Table: Production Line

In the early years, the fruit industry was labour intensive. Apples were packed in the orchard until growers could afford to build small packinghouses. Soon, larger packinghouses were built by cooperatives and by independent shippers. In these, fruit was drawn by belts along sorting tables to the packing benches. Bench packing employed the principle of the division of labour - dumpers, sorters, packers, pressmen, labellers, and box makers.

In the classroom, role play both methods of packing - the early method, in which the grower was also box maker, grader, sorter, and packer, and the bench packing method still used today.

Which method would you choose? Why?

Explore: Using books and the internet, research what happens to apples along each step from orchard to table.

Extension: Field trip to the Winfield packinghouse.

*Different coloured tissue was used to wrap different grades of apples:
C-grade = no wrapper
Fancy grade = red wrapper
Extra Fancy grade = bluish purple wrapper*

Dumping the Culls

From the early years of fruit growing, apples were sized and graded to remove fruit deemed unsuitable to sell due to bruises, blemishes, or poor colour. These culls were dumped and left to rot, and thousands of tons of fruit was wasted each year.

In WWI, people began to explore large scale ways to use the culls. One of the first was Bulman's Cannery in Vernon, who began dehydrating and canning apples. By the mid-1930s, Deighton began canning apple juice in the south Okanagan, and Modern Foods in Kelowna canned apple juice and apple vinegar. About 1935, Cliff Fallow, foreman at the Woodsdale packinghouse in Winfield, convinced the Vernon Fruit Union to add a small juice production facility. The first year, the juice line produced 7000 cases of 48 oz. cans of MacIntosh Apple Juice and used 300 tons of culls that would have otherwise been tossed.

Discussion: Today, the practice of dumping the culls would be viewed as extremely wasteful. Can you think of food or other things that are wasted today?

The Alvaston Jam Tin Post Office

Winfield's first official post office was named Alvaston. The first postmaster, Arthur Chatterton, named it after his father's home town of Alvaston, in Derbyshire, England. The name 'Alvaston' and the post office only lasted for ten years, from 1909 to 1919.

Few postmarks from Alvaston survive, most notably because the official post office wasn't located on the main road. It was more than a half a mile off the Vernon to Okanagan-Mission (Kelowna) stagecoach road, an inconvenient distance to travel to post a letter.

Instead, residents used the "Jam Tin" Post Office, where the Vernon to Kelowna mail coach picked up and dropped off letters. The Jam Tin post office consisted of a packing case by the side of the road, with a jam tin that held a small stock of stamps. Ingoing and outgoing mail from Alvaston was placed in the packing-case, left by or to be picked up by the mail stage. Users helped themselves to the stamps they needed and left the payment in the tin on the honour system.



LCMA

Art Gray and his mother at the Alvaston 'Jam Tin' Post Office, 1918. The Jam Tin is believed to have been located at the northwest corner of Davidson Road and Okanagan Centre Road East.

Honour system: A system of payment that relies on the honesty of the customer.

Letter from Dorothea Scott-Coward to Emily McDonnell
27 June, 1913

Okanagan Centre B.C. Canada
June 27th

Dearest Em

I have today received your letter of May 23rd (the quickest any of yours have come!) & the photo of the babies with Robert. I do like it & what a dear old thing Robert looks. Everybody here says "What a nice fellow." But my dear how determined both your blessed Pledges look. I begin to think you will be bossed in your declining years. You say again you hoped for a letter from me but did not get one. You never seem to get any of my letters. I wonder if the last one via Mother has reached you. I hope Mother has sent off the spoons for the babies' birthdays -- tho I fear they will be late for Peters birthday two years old poor lamb!

It is almost the anniversary of my starting out to this country. Tho I have had some fairly stiff times -- I have never a moment regretted coming, the only time I was at all wretched was my first few weeks with John. poor boy his health makes one forgive him everything, he is dreadfully ill really, I hardly think he can recover. You know the people out here don't look upon him as quite a sane person. Keep this to yourself. I have been careful to say as little as possible about him in my letters. He is far more quarrelsome than Ro & only people like my Bob -- (who are very few & far between) & who are too big in body & mind to trouble themselves about his lungs & only pity his unfortunate state -- put up with him. He has always meant to be kind to me -- but oh how patronizing in his ways!

You are a darling girl to send me a silk kimona. I shall be so glad of it & it sounds so pretty. I think I shall like Peach for a change from blue.

It seems feeble how I am independent & in such a good "posish" to give it up & become a ranchers' wife? But I know I am lucky for such a "straight" fine manly thing to like me at all. If the crops are good, he wants it to be in November. Everything here depends on the apples, peaches & tomatoes!!

Very much love,
Yr. loving D. S. C.

Essential Question: *Would the honour system work today?*

Suggested materials and resources:

LCMA website resources: *Tweedsmuir History of Oyama*, History Index: *Allison Road, The Jam Tin Post Office*

Dorothea Allison letters

Heritage Driving Tour of Lake Country: *HistoryPin.org*

Map of Lake Country

LCMA Discovery Kit

Historical inquiry using primary source documents

Photograph-based inquiry activity

The class examines the photo of the Jam Tin Post Office pictured side by side with an image of the site today on Google maps or through the Lake Country Museum's History Pin site tour.

Discussion: What has changed? What has stayed the same? Why is this significant? What makes it significant? How can you recognize this as taking place long ago?

In small groups, students examine a pair of photographs, one archival and one current photograph of the same site in Lake Country. Groups then share their ideas and personal interpretations of the significance of things in the photo with the class and identify things in the photo which have changed and things which have stayed the same.

One fun way to use photographs with students is to make a "viewer." Take a piece of poster board and cut out a square. Then cut out a square in the center of the first square. Slide this window over the photograph and many more details will pop out. You can make the squares of almost any size. Magnifying glasses also work well.

* *The LCMA has then/now sites of Lake Country at www.historypin.org*

Exploration Activities

You've Got Mail

Write and mail letters to the Lake Country Museum, the Mayor and Council, and the Lake Country Chamber of Commerce. Explain what you are learning about your community's history and why it is important to you.



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Age the page to create an old looking letter.

Extension: Build a Jam Tin post office in your classroom. Design stamps, determine a reasonable cost for postage, set up a classroom currency, then write letters to mail out and to each other in the classroom. Designate a 'postmaster' each day to keep track of mail. Use the honour system.

Sim Town, 1918

After discussing what makes up a community now and what features did a community have in 1918, students build a simulated community using boxes or other materials. Students will select what kind of building to design, such as houses, fire stations, churches, general stores, post offices, hospitals, packinghouses, farms, and ranches, and what features of the landscape were prominent in 1918. When the student has his/her building complete the class will discuss where each will be placed in the community. Along with the building structures and features, roads and waterways need to be marked. Finally, add people from copies of the photographs.

Extension: Attach Sim Town to a base or backing for a bulletin board display.

Fir Valley: Gold Mines and Ghost Town

Fir Valley was located about six kilometres east of Winfield off Beaver Lake Road on both sides of Clark Creek.

More than 100 years ago, it was a thriving pioneer community with a mill, mines, farms, settlers and its own schoolhouse. In the late 1800s, several families pre-empted land in the valley and built a settlement. Some of the first settlers were the Clarks who emigrated from south of Spokane, Washington. A few of their buildings still stand but are now on private land. Within a few years the McMasters, Dicks, and others arrived. They built roads, cabins, and barns, and they cleared the land and planted crops. An irrigation system was developed to bring water from Clark Creek to the fields. The settlers built a school, which they rebuilt three more times as each of the first three burned down.

What brought settlers to this remote area? One thought is that most of the prime bottomland surrounding Winfield was already privately owned. Another is that the groves of Poplar trees along Clark Creek indicated good soil for farming. Perhaps the real reason that drew the first settlers was a plan for the Midway to Vernon Railroad to go through the Fir Valley. Instead it was built from Midway to Rock Creek up the Kettle Valley before turning south and ascending to Penticton as part of the Kettle Valley Railway.

The geology of Fir Valley is very different from other areas of Lake Country. An ancient river channel containing placer gold lay buried under volcanic rock until eventually it was exposed by glacial action thousands of years ago. It was during the depression years of the 1930s that mining for gold began, and then stopped for the most part sometime in the mid 1940s. Records show only 75 ounces were accounted for during this time. East of Wood Lake there were several locations where gold was sought and in Fir Valley prospectors dug approximately eighty mines.



The McMaster house and root cellar

LCMA



The Clarke family in Fir Valley, 1913

LCMA



LCMA

Ely & Hall Mine, Fir Valley

Emigrate: Leave one's country to settle permanently in another country.

Essential Question: *How can we create a map of a place that has not been explored before?*

Suggested materials and resources:

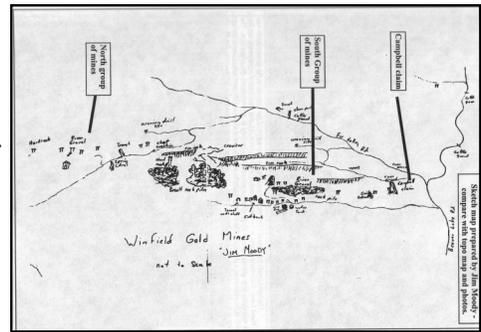
LCMA website resources: *Gold Trails in Fir Valley, Okanagan Centre Gold Mine*
LCMA Discovery Kit
Fir Valley, by Ron Taylor
Okanagan Geology, by Murray Roed and John Greenough
Kelowna and District Genealogy Society: <http://www.kdgs.ca>
Cyndi's List of Genealogy Sites: <http://www.cyndislist.com>
Family Tree template

Historical inquiry using primary source documents

Document-based inquiry activity: There's Gold in Those Hills

Students examine the documents, letters, and rough map of The Okanagan Centre Gold Mine. In small groups, students decide if they think there is gold in that location or not, and give reasons for their choice.

Groups then look at maps, aerial photos, website resources, and books to select a location where they think gold might be found. Why? Explain your reasoning. Hand draw a map showing your surmised location to find gold.



History of Fir Valley, by Ron Taylor

High Benches

A high bench is basically an ancient river or stream bed that has been left high up on the side of a valley. Sometimes these high benches can be obvious, other times not. Look for pockets of green growth, trees or bushes in an otherwise dry area. One may find gold in these elevated locations.

Most ancient dry waterways will be higher than the current stream or river. (This includes when the river changes course). Are the valley sides made of just loose gravel and rocks or is there bedrock or solid rock of the hills and mountain present? Has there been any hard rock gold claims in the area?

What size of coarse gold nuggets have been found? What quantity?

Since a river wears it's way into the valley floor, pretty much all older riverbeds will be higher. Sometimes much higher.

Extension: Take the class on a hiking field trip and have students take field notes of what they see.

Exploration Activities

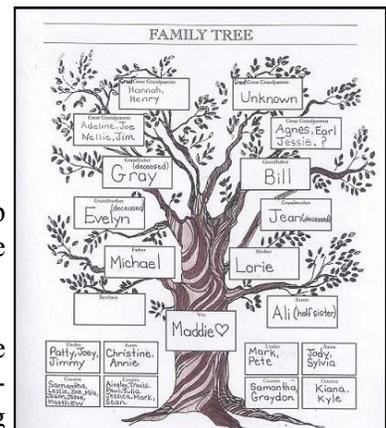
Your Place in History

Introduce key vocabulary: ancestors, family tree, roots, surnames

Work with students in small groups to explore Ancestry.com or Cyndi's List.

Model searching for information on your own family, explaining each step that you take. As students become more familiar with the site, encourage them to ask questions and help you make decisions.

After exploring the site, have students gather in small groups to complete the Family Tree template. Prompt them to brainstorm as many responses as possible for each category. Let students take the activity worksheet home, using it to open a discussion of family history. Invite them to research their own families at the library, on the Internet, or by interviewing relatives.



Have students make presentations about their family histories. These might include family trees, maps, or illustrated reports.

Extension: Invite a guest speaker from the Kelowna and District Genealogy Society to come to your class.

Gold Fever!

Discussion: What work was involved in digging for gold? Was mining for gold always successful? Why is gold considered valuable? What was the value of gold in 1930? What is gold trading at today? What was the environmental impact of gold mining in Fir Valley?

Classroom gold rush town:

Set up 'claim sections' on a chartboard grid. Student draw names, then in order of the draw select their 'claim' on the grid. At random times throughout the unit, roll a multi-sided dice to see whose claim has paid out in gold. Use spray painted stones as 'gold'.

Set up a classroom gold panning operation by painting bits of iron with waterproof gold paint and placing them with other metals, sand, stones and sediment in a basin. Give students pie tins to sift through the debris and find the "gold." You can combine this with a lesson about density since the heavier objects, like the "gold," will sink more quickly than lighter objects, such as sand.

Extension: Fir Valley can be part of a larger Gold Rush unit.

Ghost Town

Discussion: Why do you think these settlers came to Fir Valley? Why did they stay? Why did they eventually leave?

Extension: Create a classroom diorama or model of Fir Valley.

Summary Activities

Suggested materials and resources:

Lake Country Museum & Archives: <http://www.lakecountrymuseum.com>

LCMA Discovery Kit

LCMA Heritage Driving Tour: www.historypin.org

District of Lake Country: <http://www.okanaganway.ca>

The Lake Country Chamber of Commerce: <http://www.lakecountrychamber.com>

Oceola Fish and Game Club: <https://www.oceola.ca>

Regional District of the Central Okanagan: <http://www.regionaldistrict.com>

Okanagan Indian Band: <http://okib.ca>

Okanagan Nation Alliance: <http://www.syilx.org>

BC Heritage Fairs: <http://www.bcheritagefairs.ca>

The Next Chapter

Add to the Lake Country's stories. Write a story of your own experience about visiting a special place in Lake Country.

Ask students to imagine that they are a local historian in Lake Country. A publisher has asked them to write a chapter in a book that will tell about the changes and the things that have stayed the same over the past 100 or more years.

Extension: Have students read their stories and show photographs to Kindergarten or Grade 1 student buddies.

Advertisement

Create an advertisement to encourage people to come to your favourite place in Lake Country based on your readings. For example, include a map, a picture, main ideas and key words. Use questions to arouse peoples' curiosity. Present your advertisement to the class using the smartboard.

What is your favorite part of Lake Country that has not been included?

How do we value the lakes?

Lake Country has the most lakeshore of any community in BC. Working with community partners, create a plan to ensure the survival of the lakes.

Heritage Fair

Organize a classroom or school Heritage Fair.

Role Play

Choose one of the stories to use for your role play. Use recess, lunch time or home time.

Identify main roles for your role play

Put an important issue in your role play

Prepare scripts and practice your roles

Call upon classmates to be your audience

Heritage Driving Tour of Lake Country

Take the *Heritage Driving Tour* through HistoryPin: www.historypin.org > profiles > Lake Country Museum & Archives > Tours

Field Trip to the Lake Country Museum

Book your field trip at 250-766-0111 or by email: info@lakecountrymuseum.com.

At the Museum visit stations and exhibits such as ranching, blacksmith forge, the Syilx people, pioneer living, the general store, and the Wentworth Cabin and participate in a selection of old time activities.

Use the student book and help the children to generate questions to explore during the museum visit. Make booklets containing their questions. Make sure to include blank pages for children to record questions while at the museum.

Ask students to link field trip activities and exhibits to the Lake Country stories.

Create a display in your classroom about your findings.

Additional Notes

