



Curriculum Connections

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Elementary School Programs

PIRATES AND PRIVATEERS: K-2 SOCIAL STUDIES

From privateers to pirates, war-time raiders became outright thieves. Why did sailors become pirates and where did they come from? Did you know that there were female pirates too? This program illustrates tactics, lifestyles and the consequences for pirates who were caught, arrrh! Students will explore what “pirate” means in a larger context as they are swayed to the pirate life with hat making, balloon sword forging and a treasure hunt.

Grade	Curricular Competencies	Key Skills/Questions	How?
Kindergarten	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Collect information from oral sources, and visual representations.	Students will engage with stories in the presentation and participate in activities.
	<i>Evidence:</i> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.	Who do you think used this artifact and why?	Students will see, touch, and discuss museum artifacts related to pirates and privateers.
	<i>Continuity and Change:</i> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.	How was life different for people long ago?	Students will discuss and participate in activities related to the lives of pirates and privateers.
Grade 1	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Make comparisons to discover similarities and differences. Access information from audio, visual, material, or print sources.	Students will listen to stories in the presentation and participate in activities. They will engage with museum artifacts to understand how we can learn from them.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 1	<i>Perspective:</i> Explore different perspectives on people, places, issues, or events in their lives.	Who gets to make decisions and why? How do decisions affect different people?	Students will compare and contrast pirates and privateers. They will discuss governmental decisions that affect different groups.
	<i>Continuity and Change:</i> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same.	Make comparisons to discover similarities and differences.	Students will participate in hands on exploration with museum objects, and compare them with what is in use in the present.
Grade 2	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Draw simple interpretations from personal experiences, oral sources, and visual and written representations.	Through participation in interactive activities involving museum artifacts and archival photographs and imagery.
	<i>Evidence:</i> Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.	What can artifacts tell us about change, similarities, and differences?	Students will use museum artifacts to learn about changes between life then and now.
	<i>Continuity and Change:</i> Sequence objects, images, and events, or explain why some aspects change and others stay the same.	How have people's needs and wants changed over time? What needs and wants have changed and which have stayed the same?	Through discussion, students will learn about life aboard ships including food, navigation, and people.

OCEAN CONSERVATION: 2 SCIENCE

The *Ocean Conservation* program introduces students to water and ocean conservation through scientific inquiry. Students will interact with scientific equipment to discover the relationship between land and water and its significance to all living things. Answer the questions: “How are our oceans and other natural water sources connected to the land and how we live?”; “What is pollution?”; “How do we keep our water clean?”

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 2	<i>Questioning and Predicting:</i> Make simple predictions about familiar objects and events.	Understand that the water cycle is driven by the sun and includes evaporation, condensation, precipitation, and runoff.	Through inquiry-based experiments, students will examine how water can be manipulated through physical and chemical processes. Students will discuss and demonstrate how these changes occur in the water cycle.
	<i>Processing and Analyzing Data and Information:</i> Compare observations with predictions through discussion.		Students will use scientific equipment to determine how water is distributed through oceans, lakes, rivers, wells, springs and discover that the majority of fresh water is stored underground and in glaciers. Students will learn how to operate a microscope, handle slides, and collect samples.
	<i>Evaluating:</i> Consider some environmental consequences of their actions.	Understand that fresh water is a limited resource and is not being replaced at the same rate as it is being used.	Students will explore the interconnected relationship between water and land. Students will explore why water is important to all living thing, how water cycles through the environment, and discuss how they may conserve water at home and school.

EARLY WEST COAST EXPLORATION: CAPTAINS COOK AND VANCOUVER: 4 SOCIAL STUDIES

Presented in the character of Captain Cook in the age of discovery, students will explore the questions: What was the motivation for exploration and discovery of the Northwest Coast? How did interactions between First Nations and the explorers impact and shape the development and history of BC and Canada? What were key innovations in navigation, technology and seafaring? Students will interact with knot tying and artefact exploration activities.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 4	<i>Significance:</i> Construct arguments defending the significance of individuals/groups, places, events, or developments.	What events are most significant in the story of BC's development?	Through participation in discussion, students will learn about about the significance of early explorers and First Peoples.
	<i>Continuity and Change:</i> Sequence objects, images, or events, and determine continuities and changes between different time periods or places.	What resources are important to people in present-day BC compared to the past? Explain what has changed over time.	Students will use maps to discuss trade and resources. They will work with artifacts to view differences between past and present.
	<i>Perspective:</i> Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places.	What motivated explorers and settlers to come to Canada?	Students will engage with storytelling and discussion about motivations for exploration. They will comparison and contrast the fates of Captains Cook and Vancouver.

THE HUDSON'S BAY COMPANY AND THE FUR TRADE: 4 SOCIAL STUDIES

The Hudson's Bay Company is Canada's oldest national company. What were its powerful effects on First Nations and how did it play a key role in the development of Fort Victoria and Canada? Students will become curators and examine real otter and beaver pelts, a Hudson's Bay blanket and other items important to the trade economy. Relations between First Nations and the HBC, and women's experiences of life inside the fort will also be included.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 4	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Compare information and viewpoints about a selected problem or issue. Distinguish between primary and secondary sources.	Compare experiences of different groups during the fur trade and gold rush. Handling of historical artifacts (primary sources) related to the Fur Trade and Gold Rush. Engagement with interpreter (secondary source) during discussion and activities.
	<i>Significance:</i> Construct arguments defending the significance of individuals/groups, places, events, or developments.	What events are most significant in the story of BC's development?	Discussion around how the Fur Trade and Gold Rush were important and significant for population growth and development in BC.
	<i>Perspective:</i> Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places.	Who benefited most from the early west coast fur trade: First Peoples or Europeans?	Explore the experiences of different cultural groups, and the relationships they built around the Fur Trade. Examine what these experiences meant for different sides.

Elementary and Middle School Programs

IMMIGRATION TO THE WEST COAST OF BC: 5 & 6 SOCIAL STUDIES

Immigration to BC involves many hardships as well as opportunities. From exploration and first contact, to settlement and global migration, the motivation for trade, prosperity and freedom sparked multiple waves of immigration. These journeys forever changed the lives of individuals, families and communities, and built BC as we know it today. Students will become museum detectives with a suitcase exploration activity, delving into the experiences of immigrants and how immigration has built Canadian society.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 5	Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Use inference, imagination, and pattern identification to clarify and define a problem or issue. Compare a range of points of view on an issue.	Studying and comparing different experiences had by different immigrants coming to Canada from around the world by exploring hypothetical suitcase contents.
	<i>Perspective:</i> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations.	Present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment). Explore changing government policies about the origin of immigrants and the number allowed to come to Canada.	Examination of the challenges faced by immigrants based on their country of origin and the individual motivations that may have influenced them.
	<i>Ethical Judgement:</i> Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.	Why did East and South Asians come to BC and Canada, and what challenges did they face? Understand historical wrongs against East and South Asian immigrants.	Engage in conversations about the racism surrounding many East and South Asian immigration experiences. Work with the museum's teaching collection to understand some of their experiences.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 6	<i>Evidence:</i> Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media.	Compare a range of points of view on a problem or issue.	Exploration of various museum artefacts related to the experience of immigration of people from different countries of origin.
	<i>Continuity and Change:</i> Recognize the positive and negative aspects of continuities and changes in the past and present.	Examine the treatment of minority populations in Canada and in other cultures and societies (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; Head Tax on Chinese immigrants; caste and class systems)	Examine discrimination and prejudice in Canadian society during other periods in Canada's past through the topic of racism towards minorities immigrating to Canada and their experiences (e.g., systemic discrimination, overt racism).
	<i>Perspective:</i> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations.	Explore regional and international conflict such as war, boundary disputes, terrorism.	Discussion surrounding push and pull factors, the situation of refugees, and the difficult choices involved when someone is "pushed" from their country.

Middle School Programs

NAVIGATION: FINDING COASTAL BC: 7 & 8 CROSS CURRICULUM: SOCIAL STUDIES, & APPLIED DESIGN, SKILLS & TECHNOLOGY

Learn how to be your own navigator! From the earliest navigation systems to present day Global Positioning Systems (GPS), students will examine the ways of early celestial and coastal navigation in parallel with some of today's current technologies. What would it have been like to rely on primitive ocean-faring technologies? What would happen today if you were out at sea and your GPS failed? Interactive elements include a hands-on examination of BC's earliest cartographic materials produced by explorers. The 45-minute *Navigation: Getting to Coastal British Columbia* cross-curricular program explores early origins of navigational technology from antiquity to the Age of Exploration.

Grade	Subject	Curricular Competencies	Key Skills/Questions	How?
Grade 7	Social Studies	<i>Continuity and Change:</i> Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change	Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics)	Examine key artifacts and objects representing significant advances in navigational technology and identify why, if, and how they are historically significant, particularly to the west coast of British Columbia
		<i>Significance:</i> Assess the significance of people, places, events, or developments at particular times and places.	Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance.	Explore key scientific and technological innovations of navigational technology which led to exploration, expansion, and ultimately colonization on the west coast of British Columbia.

Grade	Subject	Curricular Competencies	Key Skills/Questions	How?
Grade 7	Applied Design, Skills, & Technology	Defining: Identify key features or potential users and their requirements. Identify criteria for success and any constraints.	Understand that complex tasks require the acquisition of additional skills.	Students are led in a discussion around how marine technology evolved over time and how the design of each of these tools was a response to a navigational need.
		Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.	Use multiple tools and technologies to complete complex tasks.	Using navigation tools as their guide, students will participate in an exploration exercise.
Grade 8	Social Studies	<i>Evidence:</i> Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions.	How did the changing understanding of geography and astronomy affect how people perceived the world and their place in it? What do different systems of mapping and cartography indicate about the cultures from which they emerged?	Students will explore key scientific and technological innovations of navigational technology which led to exploration, expansion, and ultimately colonization on the west coast of British Columbia.
		<i>Significance:</i> Assess the significance of people, places, events, or developments at particular times and places.	Understand scientific and technological innovations in cartography and navigation and why they are significant.	Students will examine key artifacts and objects representing significant advances in navigational technology and identify why if and how they are historically significant, particularly to the west coast of British Columbia.
	Applied Design, Skills, & Technology	Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.		Students will discuss how marine technology evolved over time and how the design of each of these tools was a response to a navigational need. Using navigation tools as their guide, students will participate in an exploration exercise.

High School Programs

SHIPBUILDING IN VICTORIA AND COASTAL BC: 9 APPLIED DESIGN, SKILLS & TECHNOLOGY

As one of the earliest established trades on the west coast, shipbuilding became one of British Columbia's primary industries. Indigenous peoples of the Northwest Coast are renowned for constructing dugout canoes from a single giant tree. From building the first wooden ship, to the steel shipbuilding industry and gas powered engine technology, this program will include hands-on artefact exploration from our shipbuilding collection and a drafting activity.

Grade	Subject	Curricular Competencies	Key Skills/Questions	How?
Grade 9	Social Studies	<i>Significance:</i> Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group.	Compare and contrast the events considered by English-Canadian, French-Canadian, and First Peoples scholars to be the most significant during this period.	Exploration of historically significant events surrounding the development of the shipbuilding industry in Victoria, its geographic significance, and the physical characteristics which encouraged economic development.
		<i>Continuity and Change:</i> Compare and contrast continuities and changes for different groups at the same time period.	In what ways has the colonization of Canada made life better or worse? And for whom? Understand political, social, economic, and technological revolutions such as advances in science and technology, industrialization, and new methods of transportation, including the railway, steamships, cars, and aircraft.	Investigation of the early impact of the shipbuilding industry and development of Victoria's inner harbour, including working conditions, immigrant workers, and displacement of First People. Handling and identifying artefacts and objects related to the industry, and analyzing their significance.

Grade	Subject	Curricular Competencies	Key Skills/Questions	How?
Grade 9	Applied Design, Skills, & Technology	<i>Designing</i> : Setting parameters. Identify potential users and relevant contextual factors.	Drafting styles, including perspective, mechanical, and architectural.	Students analyze ship plans and models, as they draft and design their own boat.
		<i>Ideating</i> : forming ideas or concepts. Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs.	Power technology, including energy transmission and applications and alternative energy sources.	Students discuss the benefits and disadvantages of steam and gas power.

THE HUDSON'S BAY COMPANY AND THE FUR TRADE: 9 SOCIAL STUDIES

The Hudson's Bay Company is Canada's oldest national company. What were its powerful effects on First Nations and how did it play a key role in the development of Fort Victoria and Canada? Students will become curators and examine real otter and beaver pelts, a Hudson's Bay blanket and other items important to the trade economy. Relations between First Nations and the HBC, and women's experiences of life inside the fort will also be included.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 9	<i>Evidence:</i> Assess the justification for competing historical accounts after investigating reliability of sources and adequacy of evidence.	Identify primary sources and secondary sources for selected topics.	Handling of historical artifacts (primary sources) related to the Fur Trade and Gold Rush. Engagement with interpreter (secondary source) during discussion and activities.
	<i>Continuity and Change:</i> Compare and contrast continuities and changes for different groups at the same time period.	In what ways has the colonization of Canada made life better or worse? And for whom?	Discussion about experiences of First Nations and Europeans post-contact with focus on implications of the Fur Trade and rising European population.
	<i>Ethical Judgment:</i> Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond.	What limits should we place on resource-extraction industries?	Engagement with the topic of the Fur Trade boom and then bust – effects on the economy and people.

SS PRINCESS SOPHIA: THE UNKNOWN STORY OF THE LARGEST MARINE DISASTER ALONG THE PACIFIC NORTHWEST COAST: 9 SOCIAL STUDIES

The SS *Princess Sophia* program explores the largest maritime disaster on the west coast of Canada and its impact on those living in the Pacific Northwest. Using primary and secondary sources, students will interpret what happened during this disaster that had such a profound effect on the people connected to it. Using these documents, student will draw conclusions on possible rescue missions and discuss the limitations of technology.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 9	<i>Evidence:</i> Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence.	Identify primary sources and secondary sources for selected topics. Plan and conduct research using primary and secondary sources, including sources from a range of media types (e.g., print news, broadcast news, online sources) representing a range of perspectives.	Examine and interpret archival documents representing the 19 th and 20 th century revolutions in technology, such as transportation in the Pacific Northwest. Communicate findings and reflect on the sinking of SS <i>Princess Sophia</i> , changing ideas on marine safety, and limitations of technology.
	<i>Cause and Consequence:</i> Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments.	Make connections between events and their causes, consequences, and implications.	Discussion around the impact of WWI on the residents of the Pacific Northwest, including the role that steamships, like SS <i>Princess Sophia</i> , played. Students will compare and contrast causes, consequences, and implications of this global conflict on individuals.
	<i>Perspective:</i> Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.	What types of sources are best to consult to get a more complete understanding of a particular issue or event?	Explore the interconnected relationship between residents of British Columbia, the Yukon, and the United States in the Gold Rush and Post-Gold Rush Era. Connections will be drawn from the harsh climate and seasonal labour, to the political, social, and economic importance that SS <i>Princess Sophia</i> represented to the Pacific Northwest.

WORLD WAR TWO AND WOMEN ON THE HOME FRONT: 10 SOCIAL STUDIES

The Second World War brought rapid change in technology, industry, and social roles. It also brought opportunities for BC women to contribute to the war effort. Through exploration and discovery, students will learn to read primary sources. Using primary archival documents, they will discuss the roles that women played in the BC shipbuilding industry and the Women’s Royal Canadian Naval Service (Wrens), all while considering the context of the period.

Grade	Curricular Competencies	Key Skills/Questions	How?
Grade 10	<i>Evidence:</i> Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data.	Whose stories are told and whose stories are missing in the narratives of Canadian history? Recognize implicit and explicit ethical judgments in a variety of sources.	Students will engage with and examine with primary archival documents to explore whose stories are told, who is telling them, and what stories are not included.
	<i>Continuity and Change:</i> Compare and contrast continuities and changes for different groups at particular times and places.	Understand ideologies such as feminism. Examine discriminatory policies and injustices in Canada and the world such as women’s rights and sexism.	Through study of primary documentation, students will discover the different experiences of men and women living in British Columbia during WWII.
	<i>Ethical Judgment:</i> Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond.	Make connections between international conflicts and co-operation like World War II and the effects of the decisions made during that time.	Students will analyze the effects of WWII on people living in British Columbia, and specifically on the women involved in different industries and roles.

WORLD WAR TWO ON THE WARFRONT: 10 SOCIAL STUDIES

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