

Sooke Region Museum

School Program - Grades 2/3

The Sooke Region Museum School Program endeavors to create engaging, age appropriate programs that meet the BC Curriculum Core Competencies



Stations:

Bannock - Nearly every Indigenous nation across North America has their version of making Bannock. Most families have a favorite recipe for bannock that they pass down through the generations. Before Europeans came, indigenous people made a version of Bannock from Camas bulbs (purple flowers in the spring). The bulbs were generally cooked for a long time over low heat in a cook pit and then processed: flattened or chopped, dried and stored until winter. Students will have the opportunity to cook over an open fire and enjoy their bannock with jam.

Butter Making - Ever wondered how butter is made? How many revolutions did it take to make the butter you put on your toast this morning? How does that creamy spread come from something as liquid as cow's milk? Today 4,000 years of history and science combine as students have an opportunity to make butter with a simple machine that may have been used by their own ancestors and learn a little about physical reactions as well. Perhaps the best part is they get to taste their hard work!

Moss Cottage- Our Cottage is the oldest standing pioneer home west of Victoria. Built in 1869-70 by James Welsh for his bride, Mary Ellen Flynn, it was home to the couple for 10 years. James Welsh was connected to the pioneer Muir family and the cottage was built on Muir land. Students are welcomed inside by our interpretive guide in the character of Matilda "Aunt Tilly" Gordon who is raising her two children, Alice and Harry, on her own, in 1902. Household tasks of the turn of the century are demonstrated by Aunt Tilly as she chats with visitors while bustling about her chores.

Tree Collage - It's all about relationships! Indigenous communities on the West Coast, including the T'Sou-ke Nation and Pacheedaht, have lived in harmony with our forests for thousands of years. Students will talk about how trees can provide shelter, medicine, transportation, and the role our forests played in bringing many newcomers to our area. As students create a collage, they can reflect on their own connections and the part in the healthy stewardship of our forests.

Artifact - Artifacts are human made objects such as tools, clothing, pottery, pots, pans, books, paper, pencils, art, musical instruments, etc. They tell interesting stories about the people who made them. Artifacts can be old or new. We will handle the Sooke Museum artifacts with the utmost care and examine them closely. By using our thinking skills, we will ask questions and make inferences to tell the story about each artifact. Why were they important? How were they used in the Sooke community? Do we use similar artifacts today?



Curricular Competencies Content

Students are expected to be able to do the following:

Grade 2

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (Ie: teachers, books, museum staff etc.)
- Explain why some aspects change and others stay the same (continuity and change)

Grade 3

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)

Students are expected to know the following:

Grade 2

- how people's needs and wants are met in communities
- relationships between people and the environment in different communities

Grade 3

- aspects of life shared by and common to peoples and cultures
- interconnections of cultural and technological innovations of global and local indigenous peoples
- oral history, traditional stories, and artifacts as evidence about past First Peoples cultures
- relationship between humans and their environment

