

# Sooke Region Museum

## School Program - Grades 4/5

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



### Stations:

**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?

**Bannock** - Who invented bannock and why does everyone love to eat it? Nearly every Indigenous nation across North America has their version of making Bannock. Most families have a favourite 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 butter and homemade jam.

**Forestry** - How does the forest continue to be an economic driver in our area? Logging camps and mill communities have shaped our region in physical, social and economic ways. When camps were first established, logging companies made housing available, and encouraged married loggers to move their families to camp. Eventually these small communities evolved into small towns with schools, stores, and other services. Today students will take a guided walk along our Forestry Trail and learn about how our forests shaped our past and continue to sustain us in the future.

**Then and Now** - Learn from yesterday with hands-on hand-powered tools from the past. With “hand powered” tools such as carders, spindles, washboards or others, students will get to try for themselves what it was like to use them. Students are encouraged to think about how their life would change if they had to do this kind of work every day and what kind of environmental impact do we create with our modern day efficiency.

**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.



# Curricular Competencies Content

Students are expected to be able to do the following:

## Grade 4

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place

## Grade 5

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)

Students are expected to know the following:

## Grade 4

- early contact, trade, co-operation, and conflict between First Peoples and European peoples
- the fur trade in pre-Confederation Canada and British Columbia
- demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities
- the history of the local community and of local First Peoples communities
- physiographic features and natural resources of Canada (Sooke Region)

## Grade 5

- the development and evolution of Canadian (Sooke Region) identity over time
- resources and economic development in different regions of Canada

