

FALL 2024



**SOOKE REGION**  
MUSEUM & VISITOR CENTRE

## School Programs Grades 2-8

Visit the Sooke Region Museum,  
for fun and engaging activities with  
**BC Curricular Competencies**  
Grades 2 through 8.  
15 minute activities, up to 5 stations,  
\$100 / class  
up to 40 students per visit

**CURRENTLY  
BOOKING:**

Nov. 27, 28, 29

Dec. 4, 5, 6

Dec. 11, 12, 13

**Book Your Class!**



**Sooke Region Museum & Visitor Centre**

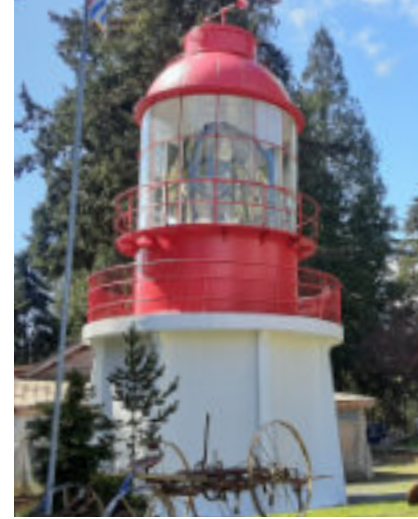
For more information

Phone: 250-642-6351

Email: [programs@sookeregionmuseum.ca](mailto:programs@sookeregionmuseum.ca)

[sookeregionmuseum.ca](http://sookeregionmuseum.ca)





**Programs include a variety of stations.**

**You can select activities at the time of booking.**

School programs start at 10 AM with a welcome circle. Groups of 8 students with an adult participate in 5 different 15-minute activities.

### **BANNOCK**

Nearly every Indigenous community across North America has their version of making bannock. Most families have a favorite recipe for bannock they pass down through generations. Before Europeans came, Indigenous Peoples made a version of bannock from Camas bulbs (purple spring flowers). Bulbs were cooked for a long time over low heat in a cook pit, 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.

### **MOSS COTTAGE - ALL GRADES**

Believed to be the oldest standing settler home west of Victoria, Moss Cottage was built in 1869-70. In 1902, Matilda Gordon moved into the home where she raised her two children, Alice and Harry. Students are welcomed inside by an interpreter in the character of Matilda "Aunt Tilly" Gordon in 1902 who demonstrates household tasks, chatting with visitors.

### **MUSEUM PERMANENT EXHIBITS**

Visit includes natural history, First Nations longhouse, basketry, settler history with mining, sealing, agriculture, fishtraps and forestry. Learn about landmarks like the Belvedere Hotel and the Bear Creek Trestle. Guided tour or self-guided Treasure Hunt.

### **MUSEUM DETOURS EXHIBIT - UNTIL DEC 2025**

Getting around the Sooke Region is not always done in the expected ways! Visit this temporary exhibit to be inspired by local innovations in transportation. Learn about how locals have responded to the challenges of geography, and what influences how people move around.

### **THEN AND NOW**

Learn from yesterday with hand-powered tools from the past such as carders, spindles or washboards, students will get to try them out! 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 we create with our modern day efficiency.

### **TRIANGLE ISLAND LIGHTHOUSE**

The ocean was the historic gateway to Sooke and surrounding coastal communities. Challenged by fierce storms, fog and unexpected currents, many vessels came to grief on the reefs and rugged shores of the west coast of Vancouver Island. Students will learn about the daily life of lighthouse keepers, the science of the Fresnel lens, and how this lighthouse came to be at the Sooke Region Museum.

### **OPTIONS BY GRADES:**

#### **BUTTER MAKING - GRADES 2-3**

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 ancestors and learn a little about physical reactions as well. The best part: they get to taste their hard work!

#### **SEASONAL CRAFT - GRADES 2-3**

Inspired by seasons, the land, cultural and natural heritage, activities will encourage students to use creative processes to explore elements, materials, tools and techniques. Individual self-expression is encouraged to create a unique item with locally available materials.

#### **ARTIFACT INQUIRY - GRADES 4, 5, 6, 7, 8**

Artifacts are the driving force behind telling the local history at the museum. Students get up close to artifacts in the collection. Artifacts can range from human-made to natural specimens, and students will see a selection of some of the most interesting in the museum's collection. Students will ask questions and make inferences to tell the story of each artifact. Why were they important? How were they used in Sooke? Do we use similar artifacts today?

#### **FORESTRY - GRADES 4, 5, 6, 7, 8**

How is the forest 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. Students will take a guided walk along our Forestry Trail and learn about how forests shaped our past and sustain us into the future.

#### **SECRET STORAGE TOUR - GRADES 6, 7, 8**

There's always more to see than what meets the eye at the museum! Students will have an opportunity to access the collections storage areas and learn about the other artifacts in the collection. Topics around what happens to objects when they are donated, why people donate their items, how are objects kept in storage and the importances of retaining these objects. Students are encouraged to think about what objects could be added to the collection to help tell the story of the Sooke Region.

## CURRICULAR COMPETENCIES CONTENT

School Tours provide opportunities to meet the following competencies:

### 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)
- How people's needs and wants are met in communities
- Relationships between people and the environment in different communities
- Explore elements, processes, materials, tools, and techniques of the arts
- Explore artistic expressions of themselves and community through creative processes

### 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)
- 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

### 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
- 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

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

### GRADE 7

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places (significance)
- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

### GRADE 8

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Identify what the creators of accounts, narratives, maps, or