Randy’s Final Report

Throughout this week, I’ve explored through the grade 8-11 socials curriculum and their associated textbooks. I’ve concluded that the museum currently does not have enough information to support grades 8-9 due to the time frame the curriculum focuses on.

There is an enormous amount of information for the grades 10 and 11 curriculums that the museum has to offer. From Aboriginal issues, Chinese issues, economic rise and falls, to technological innovations, governing structures, and the PGE railroad, the museum contains an amazing archive of local history that cover content of Williams Lake that the textbooks do not.

I have put together a package of some of the examples the museum has to offer, highlighted relevant PLOs that pertain to each grade the museum has information about, and put together copies of relevant information from school textbooks that allow staff and other teachers to know about when creating activities and worksheets for students.

Unfortunately, during my week’s stay at the museum, I did not have time to engage with grade 12 curriculum courses and create packages for them. So here are my recommendations for follow up:

The next stages of development should be creating activities in relation to the package I’ve created that touches upon different PLOs students have to cover. These activities should be reflective on the Applications of Social Studies’ PLOs and ask higher order questions on Bloom’s Taxonomy to ensure proper coverage of category “A”

Also, since the majority of the museum incorporates BC Cowboy’s Hall of Fame and their stories, I believe we can create a case study that showcase this type of history in the Comparative Civilizations course. Just briefly looking at it, category B2 indicates “***analyse elements and characteristics that contribute to the identity of civilizations, including structures of power and authority, belief systems incorporated into daily activities, systems of social organization, conflict, war, and conquest, influence of the natural environment, and methods of cultural transmission over time.***” We can use Williams Lake as the civilization of interest. We can trace its lineage back to the times of First Nations history that can possibly involve conflict, war, and conquest. We can describe how the natural environment can cause certain decisions to be made: such as the bypassing of the Cariboo Wagon Road that lead to a delayed “boom” until the railway reached this area. Once we talk about that, we can then illustrate how back in the day there was a “***belief***” incorporated into “***celebrations***” that showed a sharp divide between First Nations and other colonists in the region by analyzing one of Williams Lake’s most famous events: The Stampede. This is when we can talk about cowboys and “***methods of cultural transmission***” that lead to incorporation of white individuals inside Squaw Halls.

The person continuing on this role should also delve into what textbooks are used in these grade 12 courses and try to pull background material that lead to certain artifacts that the museum has to offer.

I’ve had a great time in my week’s stay here and I wish the organization all the best in continuing to make this wonderful place more school friendly!

Sincerely,