

EDUCATIONAL RESOURCES

Using Historic Photographs

A Teaching Exercise for Use with the *Bella Coola Heritage* Website

A lesson plan regarding the use of primary sources has been developed for the *Bella Coola Heritage* website. The lesson plan includes learning outcomes/expectations/objectives, suggested assessment criteria, instructions for classroom use, and a worksheet. Also included are a quiz and worksheets that refer to information in the historic theme pages. These worksheets can be used in addition to the thematic poster exercise or on their own.

It is important that students learn about primary sources and use them in appropriate ways. Primary sources give students the opportunity to extract and interpret information, exercising analytical thinking skills in the process. *Bella Coola Heritage* gives students an opportunity to use primary sources and learn Web research skills at the same time.

In this project, students use *Bella Coola Heritage* to understand historic information of life in a remote town located on the coast of British Columbia. They use the information they find to make a thematic poster.

Copyright/Credit

Students need to properly credit images used from the *Bella Coola Heritage* website. Every photograph they copy and print that was taken on or after January 1, 1949 must credit "B.C. Central Coast Archives".

Subject/Age

Social Studies (History) Language Arts
Ages 13-15

Social Studies Outcomes (History):

In completing this project, students will:

- Assess and use appropriately information from primary and secondary sources, using the Internet and other media.
- Describe the everyday life of people in a remote town located on the west coast of British Columbia.

Language Arts Outcomes:

Writing

- Produce pieces of writing using a variety of specific forms (e.g. journalistic-style captions, explanatory texts, poems or short stories, techniques and resources appropriate to the form and purpose, and materials from other media).

Oral and Visual Communications

- Communicate ideas and information for a variety of purposes.

Students Demonstration of Learning

Students search for useful images on the *Bella Coola Heritage* database from which to make reasoned generalizations about one or two aspects about what life was like in the Bella Coola Valley. They use information from these images to make a thematic poster.

Materials/Resources Required

Computers with access to the Internet

[Student Handout](#)

[Assessment Criteria](#)

Optional (for use with historic theme pages):

[Quiz](#)

[Crossword Puzzle](#)

[Cryptograms](#)

[Word Search](#)

Primary Sources

Some examples of primary sources include:

- statistics (census, polls)
- participant accounts (interviews, diaries)
- official records or documents (Canadian Charter of Rights and Freedoms, Treaty of Paris)
- literature (poetry, novels, plays)
- artifacts (architecture, visual media, music)
- eyewitness accounts (e.g. newspaper reports, diaries or letters by people who actually observed the events)
- contemporary reactions (e.g. newspaper editorials, diaries, letters, etc. which show how people at the time felt about or reacted to the events when they happened)
- later personal accounts (e.g. autobiographies or memoirs written either by eyewitnesses or by people who recall how they reacted to news about the events)

Web Links

For additional historic images of Bella Coola:

B.C. Provincial Archives

<http://www.bcarchives.gov.bc.ca>

Brief History of Bella Coola:

Sea to Sea (English only)

<http://www.centralcoastbc.com/features/mackenzie/index.html>

Large Group Work

Make a table listing aspects of the students' lives today, using the following categories:

- Clothing
- Homes
- Work
- Food (growing, gathering, preparing, eating)
- Entertainment

Introduce students to the *Bella Coola Heritage* website. Demonstrate how to brainstorm and use keywords to find images on a topic. Model the process of selecting appropriate and revealing images using the following criteria:

- Is the picture clear?
- Does it show what you are looking for?
- What is the context? Is it a genuine depiction of an aspect of life at the time or a romantic or biased representation?
- How much useful information is there in an image?

Small Group Work

Students should follow these steps, as shown on their student handouts:

- Choose a theme to study for Bella Coola
- Brainstorm key words to help search for images
- Select images (8 – 12)
- Interpret images using questions (provided in student handout) and observation
- Make generalizations about chosen aspect of life
- Compare and contrast with life today
- Prepare a thematic poster

Using Historic Photographs

Assessment Criteria

Program Area: Social Studies (History)

Criteria: Inquiry/research skills and processes

Learning Outcomes:

- Accesses and uses appropriately information from primary and secondary sources, using the Internet and other media
 - Uses primary source information (from photos) to supplement secondary sources
 - Uses the *Bella Coola Heritage* website to select images that reveal information on life in the Bella Coola Valley
 - Accurately interprets information from primary sources (photos)

Program Area: Social Studies (History)

Criteria: Knowledge and Understanding

Learning Outcomes:

- Makes reasoned generalizations about life in the Bella Coola Valley:
 - Characteristics of the physical environment (and its effects on people)
 - Technologies and effects on relationship with the land
 - Roles and Responsibilities of citizens
 - Life in a remote coastal community
- Makes effective comparisons and contrasts life today.

Program Area: Language, Writing

Criterion: Produce pieces of writing using a variety of forms

Learning Outcomes:

- Uses note-taking strategies effectively.
- Writes short pieces of text to accompany a presentation and an artistic representation of chosen aspect of life
 - Uses short or long forms, as appropriate
 - Includes relevant information
 - Respects and follows writing conventions (spelling, grammar, etc.)

Using Historic Photographs

Student Handout

In this project, you will search the historic images of the B.C. Central Coast Archives database to come to conclusions about aspects of Bella Coola history. You will use this information and images to make a poster.

Copyright/Credit

In all cases, if you reproduce an image taken on or after January 1, 1949 from the B.C. Central Coast Archives website the following information must appear with the image, in English and/or French.

Credit Line:

- “Reproduced with permission from the B.C. Central Coast Archives website (URL)”
- Photograph ID number

A. Choose a theme other than the one used on the website. Some possibilities:

- Clothing
- Homes
- Work
- Food (growing, gathering, preparing, eating)
- Entertainment

Also decide which group you will investigate:

- Pioneers
- Nuxalk

B. Brainstorm key words that will help you find images in the *Bella Coola Heritage* website. For example:

Home	lodge, house, building, tent, cabin
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Brainstorm Table

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The words you use in your brainstorm table will produce many search results.

C. Select the most useful images

Here are some ways to help you choose images:

- Is the picture clear?
- Does it show what you are looking for?
- Does it have a good amount of detail and useful information about the aspect of life you are investigating?
- Consider the context: Is it a genuine description of real life or a romantic or unrealistic view? (Note that many pictures are posed. This is not necessarily bad, but it should be considered).

D. Make notes on the following:

- Describe the focus of the image:
 - What is it?
 - What is happening in the image?
 - Are there people?
 - How many?
 - What are they doing?
 - How are they dressed?
 - What is their expression?
 - Why do you think they are in the picture?
 - If the focus is an object (or building or place), what does it look like?
 - What is it made of?
 - Why do you think it was chosen for the picture?
 - Is there a technological aspect that interests you?
- Describe the setting:
 - Is it outdoors?
 - What objects, plants, and animals do you see?
 - Why do you think they were included in the image?
- Why do you think this picture was taken?
 - Was it to celebrate an event? (For example, a party or holiday)
 - Was it to celebrate a family or person? (For example, a family portrait)
 - Was it to celebrate success? (For example, a business)
 - Was it to show how life was? (For example, a work crew)
- Is this a real depiction of life at the time, or is there something about the picture that tells you that it is not? Is this important, and if so, why?

E. Based on all your pictures, can you now make any generalizations about the theme of your study? Consider, among other things:

- Characteristics of the physical environment (and its effect on people)
- Technology and its effects on people's relationship with the land
- Roles and responsibilities of citizens

For example:

Before the construction of "Freedom Road" people in the Bella Coola Valley traveled by

Or

Many of the first Non-Native homes in the Bella Coola Valley were made from materials like...

F. Compare and Contrast this aspect of life with your life today.

- In what ways are things the same now?
- In what ways are things different?

G. Prepare a poster or other artistic representation showing and describing this aspect of life in the Bella Coola Valley. You might include:

- Images with captions
- Explanatory text
- Your own poem or short story of what life would have been like.

This representation may be presented to the class when complete.