

# SOCIALS ON THE SUNSHINE COAST

Planning, teaching, and assessing Social Studies  
in the context of new curriculum

## SKOOKUM STORIES:

Heritage Inquiry and Curricular Competencies

Feb 10th, 2017 • Glen Thielmann • <http://thielmann.ca>





# Morning Session

- **welcome/introduction**
- **thoughts about heritage-based inquiry and projects in Social Studies**
- **students as expert storytellers - examples**
- **workshop activity - what's your story?**
- **open-ended problems: inquiry, PBL, technology, resources, competencies**

Presentation notes and links:

<http://www.thielmann.ca/presentation-notes.html>





Who is this large bearded fellow?





# PACIFIC SLOPE

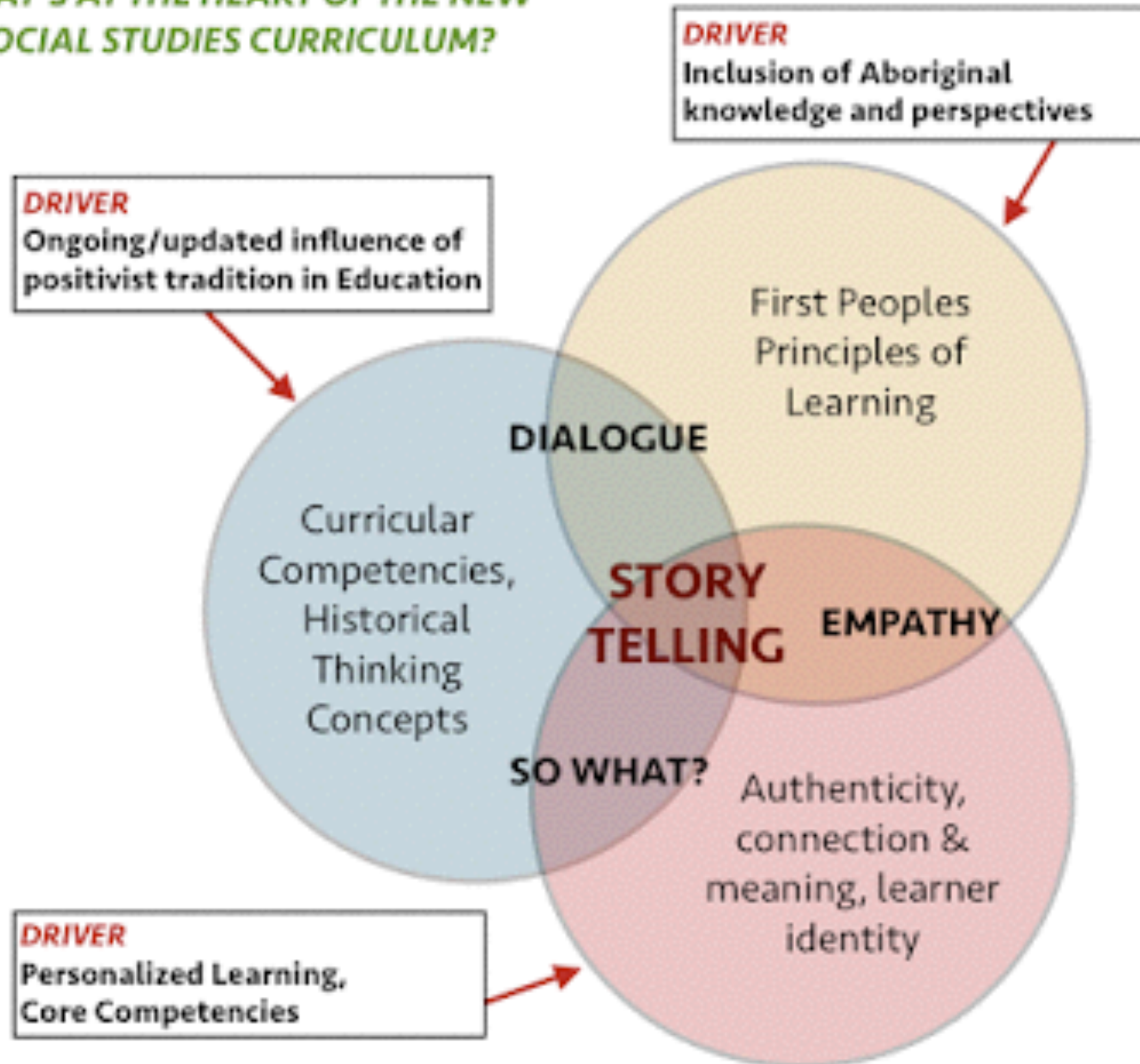


- storytelling and truth-telling
- collaborative teacher inquiry
- source-based teaching and assessment projects
- identity / curriculum boundary
- student learning as food for reflection
- food and fire as food for reflection, too





## WHAT'S AT THE HEART OF THE NEW SOCIAL STUDIES CURRICULUM?

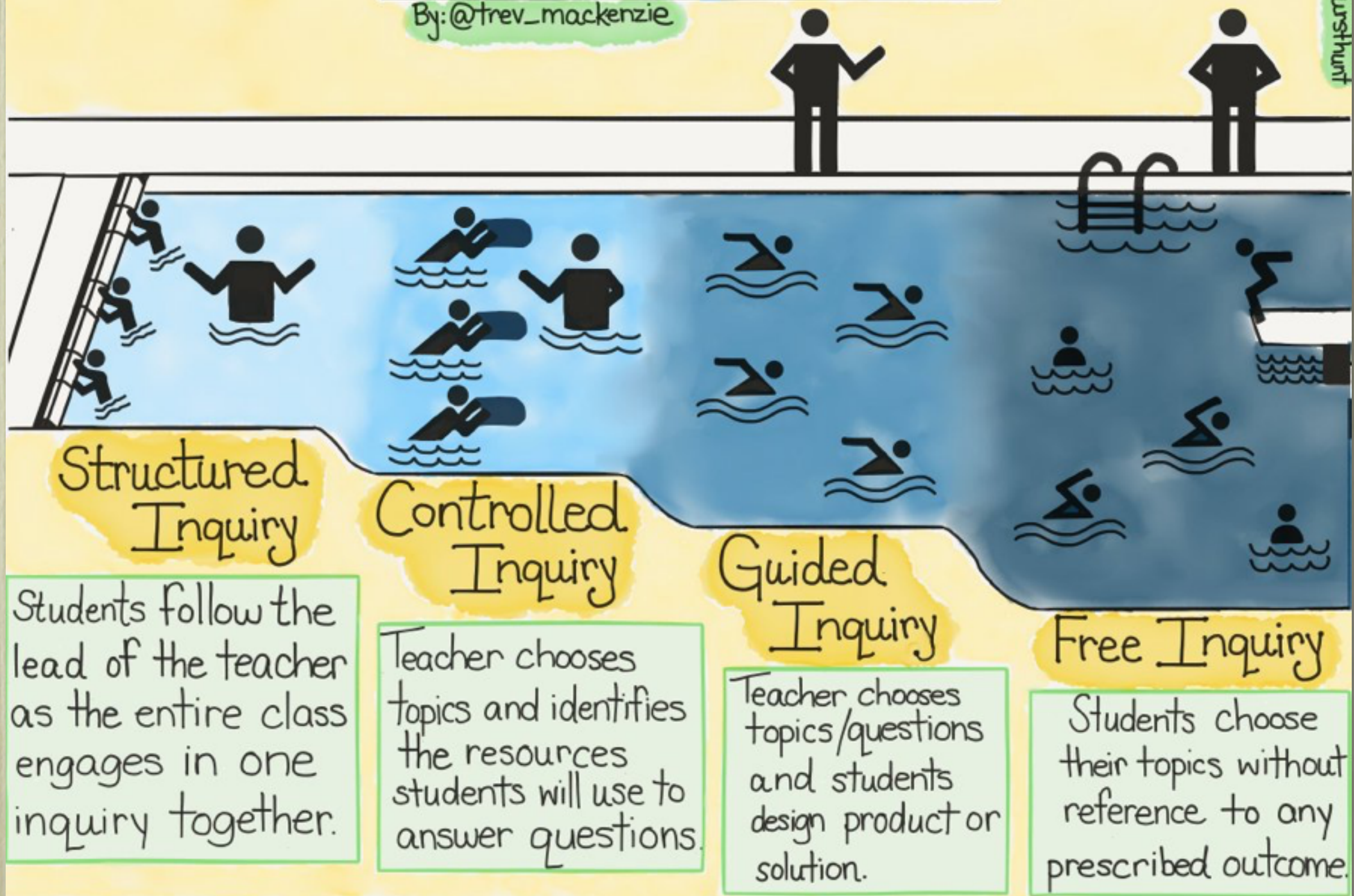




# Types of Student Inquiry

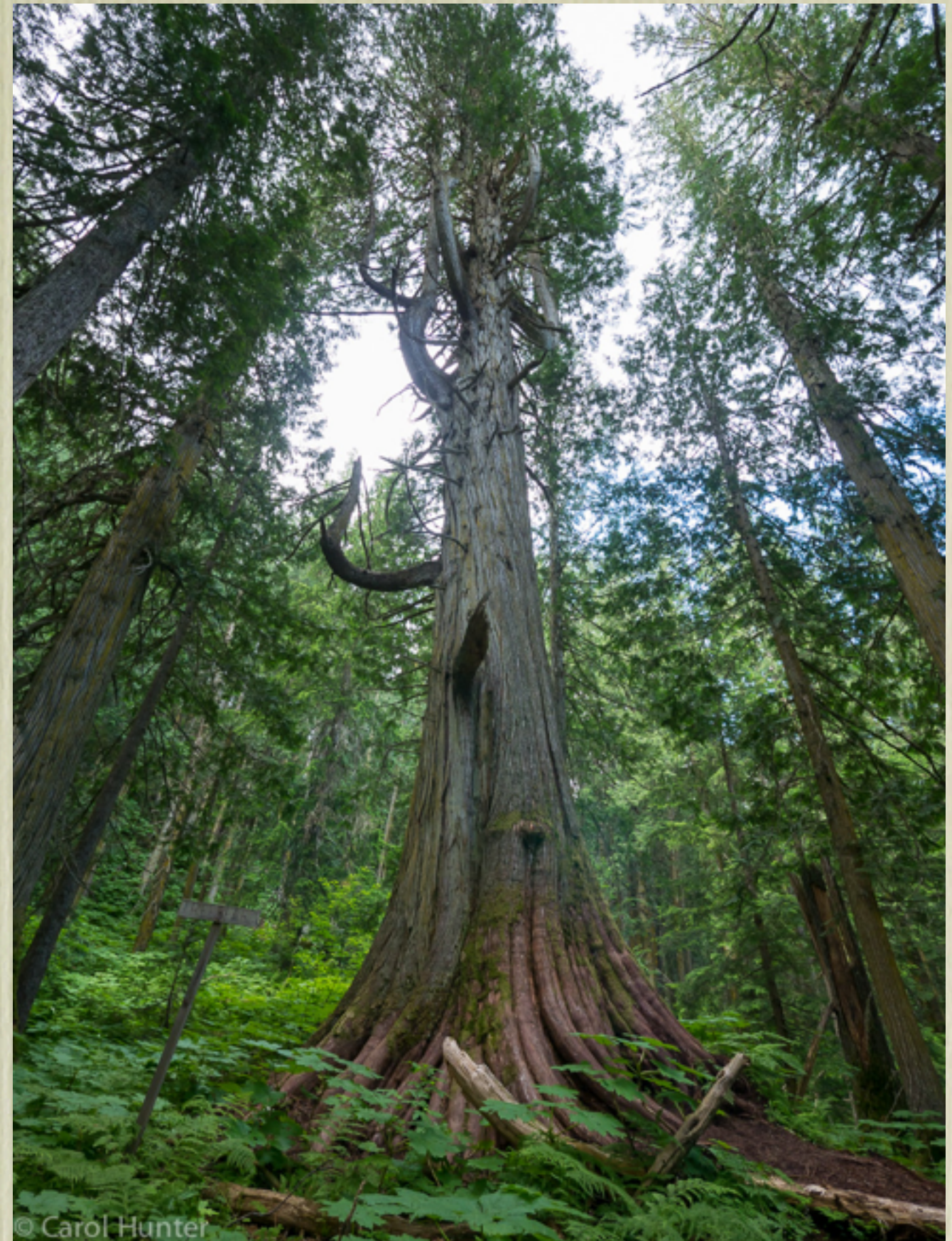
By: @trev\_mackenzie

@rbathursthurl

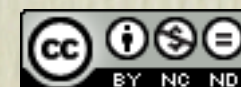




# OLD GROWTH MINDSET

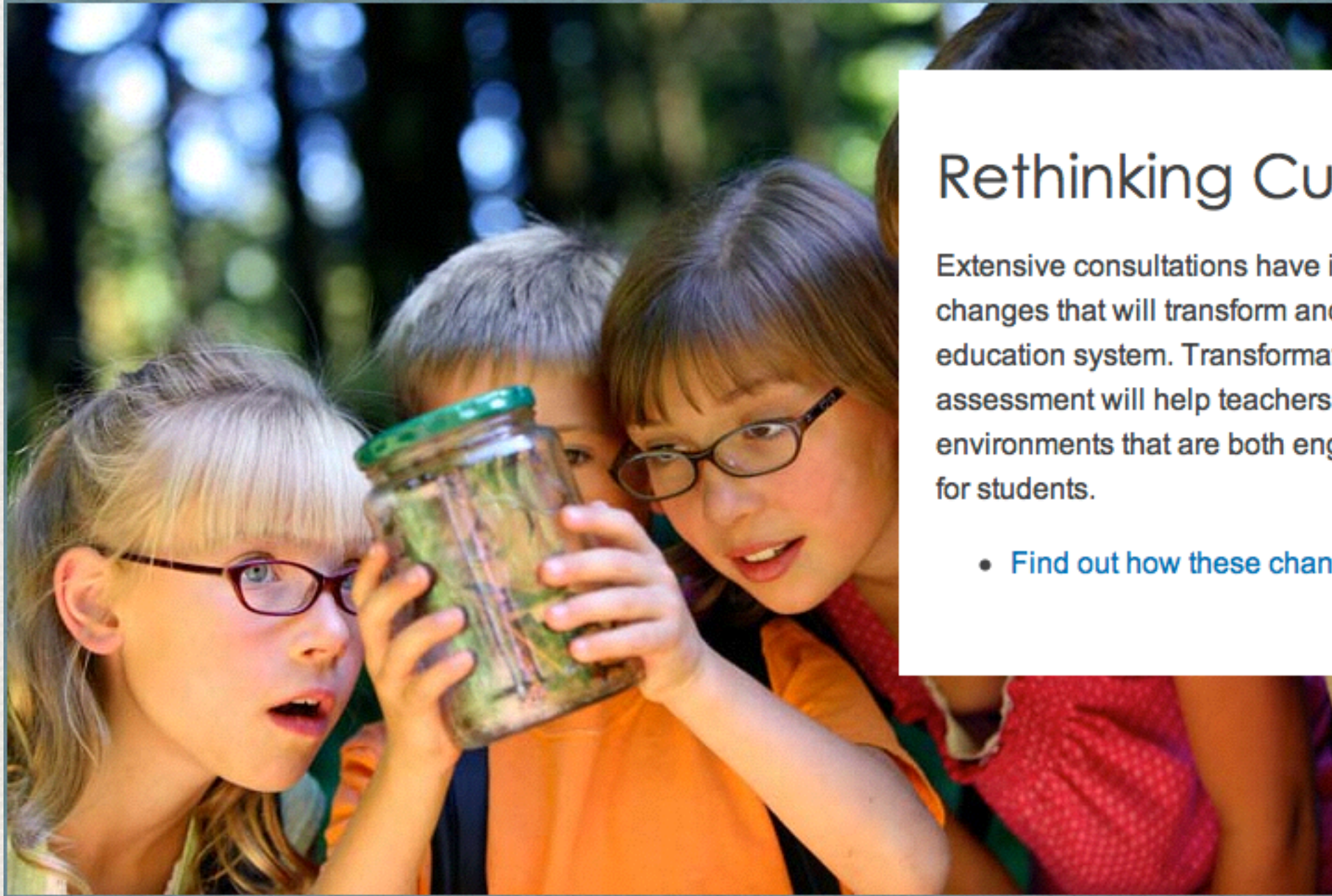


<https://carolondenman.wordpress.com/2015/06/28/an-ancient-forest/>





# Let's try PBL on Public Ed



## Rethinking Curriculum

Extensive consultations have identified some positive changes that will transform and modernize the B.C. education system. Transformation in curriculum and assessment will help teachers create learning environments that are both engaging and personalized for students.

- [Find out how these changes will support learning](#)





## Q. How might the new curriculum be delivered?

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The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.





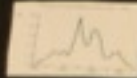
# POST WAR CANADA SOCIETY



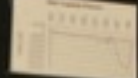
When the Beatles arrived in Canada in 1964, they were met with a massive crowd of fans. The Beatles were the first British band to achieve such a level of popularity in Canada. They were known for their catchy tunes and their unique style. The Beatles were a huge part of the 1960s music scene and their influence is still felt today.



## ECONOMY



When the 1960s began, Canada was in a period of economic growth. The economy was strong and the government was spending a lot of money on social programs. However, by the mid-1960s, the economy began to slow down. This was due to a number of factors, including a decline in government spending and a rise in interest rates. The economy was in a recession by the late 1960s.



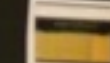
## IMMIGRATION



CANADA HAD A SOMEWHAT MORE OPEN ATTITUDE TOWARD PEOPLE OF OTHER COUNTRIES AND CULTURES. IN 1962, OFFICIAL POLICIES OF MULTICULTURALISM WAS INTRODUCED BY PRIME MINISTER JOHN DILLON. THIS WAS A MAJOR STEP IN THE HISTORY OF CANADA.



## TECHNOLOGY



During the 1960s, Canada saw a rapid increase in technological advancement. The government was investing a lot of money in research and development. This led to the development of many new technologies, including the computer and the space program. Canada was a leader in the field of technology and its innovations have shaped the world we live in today.

The 1960s were a time of great technological progress. The space race was in full swing and the computer revolution was just beginning. Canada was a major player in the technological world and its contributions have been invaluable. The innovations of the 1960s have paved the way for the technological advances of the 21st century.

## PERSONAL CONNECTION

My Grandpa

When I was a child, my grandpa was the most important person in my life. He was a man of many talents and he taught me so much. He was a great storyteller and he always had a story to tell. He was also a great teacher and he always made sure I knew the right way to do things. He was a very kind and loving man and he was the best grandpa I could ever have.

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I really don't give a f★k about the Canadian shield. #f★kyou  
#socialstudies

8 Oct

Expand ↩ Reply ↻ Retweet ★ Favorite




Glen Thielmann @gthielmann

Lol & OUCH... u do realize #socialteachers read  
#socialstudies hashtags? Let us know what would interest u more in  
#socials

14 Oct


[View conversation](#) ↩ Reply 🗑 Delete ★ Favorite



@gthielmann #life #over

14 Oct

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Glen Thielmann @gthielmann

haha lots of fun still 2 come, Heritage Skills project abt  
2 start: u get 2 decide what it looks like & what ?s r worth asking

14 Oct

Expand



@gthielmann ok, sorry about my french!

14 Oct

Expand



# STUDENT ENGAGEMENT



**Glen Thielmann** @gthielmann

7 Nov

Ss connecting to Heritage Skills #socialstudies #bclearns #sschat  
grandpa's wood art and hand tools... #intarsia

[pic.twitter.com/TQZnNGX0](https://pic.twitter.com/TQZnNGX0)

[View photo](#)



**Glen Thielmann** @gthielmann

7 Nov

Ss connecting to heritage skills #socialstudies #bclearns #sschat  
grandma's recipe: Portuguese Passion for Bread

[pic.twitter.com/bPT2EBA8](https://pic.twitter.com/bPT2EBA8)

[View photo](#)



**Glen Thielmann** @gthielmann

7 Nov

Ss making personal connex to Heritage Skills #socialstudies  
#bclearns interview w/ grandma abt riding horse & buggy

[pic.twitter.com/bU3KG7pW](https://pic.twitter.com/bU3KG7pW)

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**Glen Thielmann** @gthielmann

7 Nov

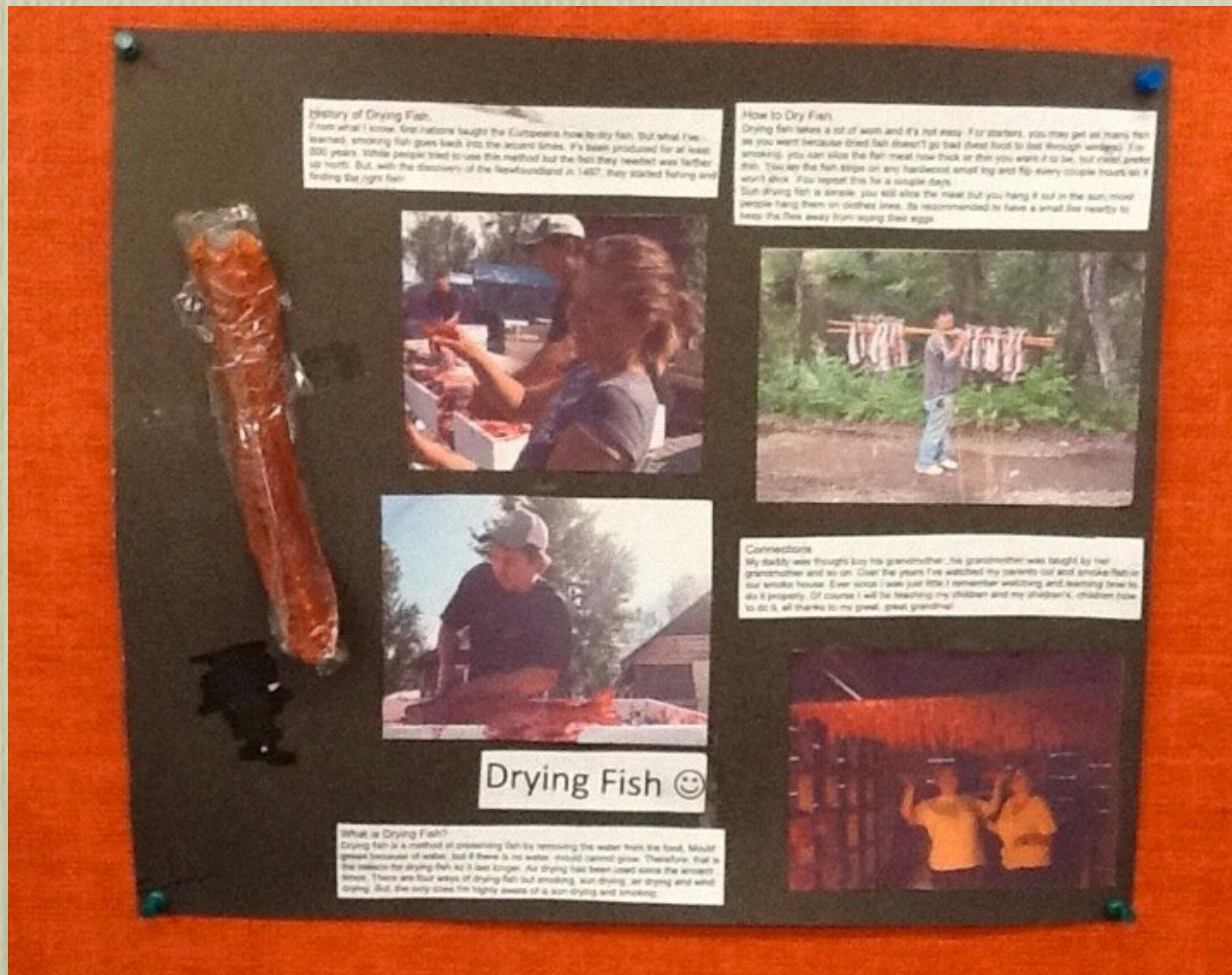
Ss making solid personal connections to Heritage Skills  
#socialstudies #bclearns #sschat drying salmon

[pic.twitter.com/4u4SIffR](https://pic.twitter.com/4u4SIffR)

[View photo](#)



# STUDENT ENGAGEMENT





# Engagement follows identity





# HISTORY NOW

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## CLASS PROJECTS

Search for projects or people



2016



Project Theme



Province



### Canadian Currency Challenge

**Laura Cole**

Middleton, Nova Scotia

Students employ Historical Thinking, research, and technology to investigate the Essential Question: Did the 20th Century Belong to Canada?



### Did the 20th Century Belong to Canada?

**Janet Ruest**

Chemainus, British Columbia

Students investigate the Essential Question (Did the 20th Century Belong to Canada?) and then prepare a digital report.



### Educating the Public on Aboriginal History

**Peter Katsionis**

Burnaby, British Columbia

Students will analyze and reflect on Aboriginal law in Canada through a variety of media and methods.



### Final Project: The Battle of Monte Cassino

**Patrick Hrycak**

Owen Sound, Ontario

Let's apply historical thinking to the Battle of Monte Cassino.



### From Headlines to Picket Lines

**Luis Filipe**

Toronto, Ontario

Assessing the validity of historical sources as evidence of past events to help us build a richer understanding of the past.



### From the Famine to the Fenians

**Dan Conner**

Vancouver, British Columbia

This project investigates the relationship between the French and Irish Catholic communities of Montreal.



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## CLASS PROJECTS

Search for projects or people



2016



Project Theme



Province



### Imperialism and Aboriginal Identity

**Jillian Cornock, Ryan Holly,  
Dayna Hart**  
Kelowna, British Columbia

Students examine the impact of imperialism on Aboriginal identity through a series of station activities and reflections.



### Introduction to Canadian Residential Schools

**Jarrod Fuhr**  
Calgary, Alberta

Challenging students to reconcile contradictory historical narratives through research.



### Reconciliation Project

**Suzanne Williamson**  
Lacombe, Alberta

Students explore Aboriginal history and Indian Residential Schools.



### Spirit of '56: Evaluating Canada's Peacekeeping

**Carrie Ann Taylor, Ted  
Meldrum, Adrian French**  
Victoria, British Columbia

Spirit of '56 enables students to explore Canada's role as a global intermediary in the 20th century and assess our 'success' in this role.



### Surviving Residential School

**Lindsay Fichter**  
Edmonton, Alberta

Students explore and understand how residential schools were a negative consequence of Canadian imperialism and ethnocentrism.



### Writing a Better Textbook

**Stefan Stipp**  
Surrey, British Columbia

Applying a variety of skills students re-write a section of their textbook about Aboriginal Peoples.





# Preserving history one shoebox at a time at the Seaforth Armoury

Armoury staff perform 'rescue archaeology' on thousands of found artifacts

By David Horemans, CBC News Posted: Sep 24, 2016 1:00 PM PT | Last Updated: Sep 24, 2016 1:00 PM PT



(David Horemans/CBC News)



The Seaforth Armoury located in downtown Vancouver has just finished an intensive four-year renovation, including seismic upgrades.

The Canadian Forces will use the building as a point of refuge should there ever be a major disaster in the city.

The battalion is also working to transform the Canadian Highlanders' home into a living museum. Their goal is to connect newer soldiers to over 100 years of regiment history.

Before the armoury's renovation started, **Seaforth Highlanders Museum** staff and volunteers scoured the building for historic material squirrelled away by soldiers.

Archivists packed four truckloads of art, photos and artifacts for documentation. Many of the boxes found had never been opened before.

## Thousand of boxes hidden everywhere

Curator Capt. Robert MacDonald oversees the preservation of artifacts. He calls it "rescue archaeology — a cross between *Hoarders* and the *Antiques Roadshow*."

The titles listed on thousands of shoe boxes, crates and even pizza boxes often don't match what is inside.



(David Horemans/CBC News)



## Everyone's story counts

Connecting soldiers, no matter rank, to artifacts is an important focus for the museum.

MacDonald says this tobacco tin was carried by a private during the Battle of Regina Trench. He says Private Lord was hit by two rounds from a machine gun but escaped injury thanks to his tin. Lord carried the tin until the end of the First World War as a lucky talisman and never smoked the tobacco inside.



(David Horemans/CBC News)



## History at every corner

The Seaforth Highlanders will be hanging their newest battle honour from Afghanistan during the reopening ceremony.

The museum's goal is to hang something from other famous battles like Ypres, Passchendaele and Ortona on every corner. MacDonald wants to "remind soldiers they are a part of history."





Not all regiment history is written on paper.

Newly discovered pieces help document the history of the regiment in ways military records cannot.

For example, the signatures of soldiers on this First World War kilt protector give archivists more information about units and the battles they fought in.



(David Horemans/CBC News)



## Mysteries and art abound

The armoury collection not only has military artifacts but also paintings, photos, sculptures, drawings and even furniture made by Canadian Highlanders.

Trench art created by soldiers waiting to go into battle is often unsigned. Macdonald says the archive team regularly asks members and families for help to give credit to soldiers who created the pieces.





## Exclusive rooms and artifacts

The regiment's emblematic stag watches over the entrance to an area MacDonald calls "the most exclusive club in the world" — the Sergeant's Mess.

"The only way to enter here is through experience and merit," he said. The captain's father and grandfather also served with the Highlanders.



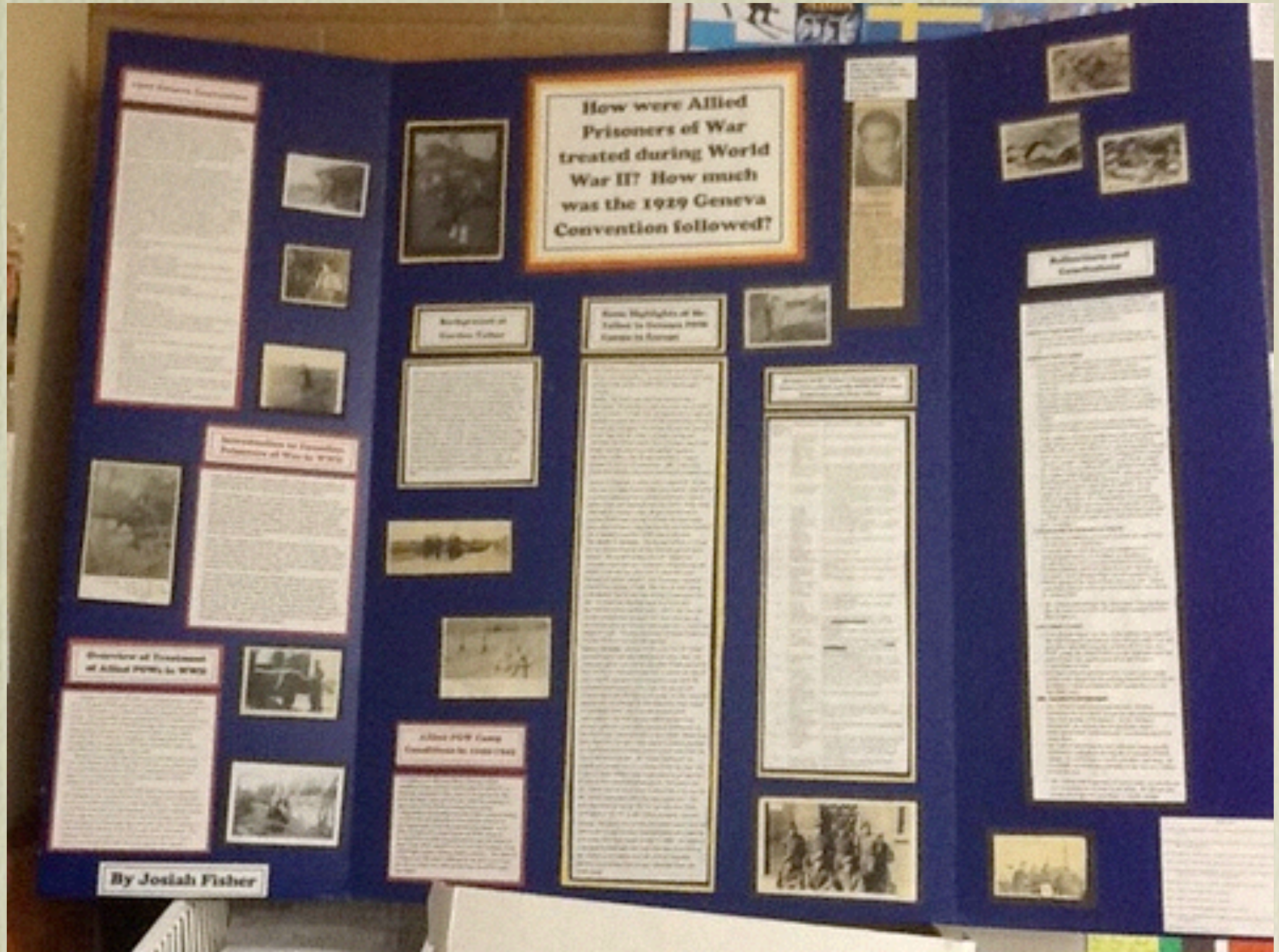
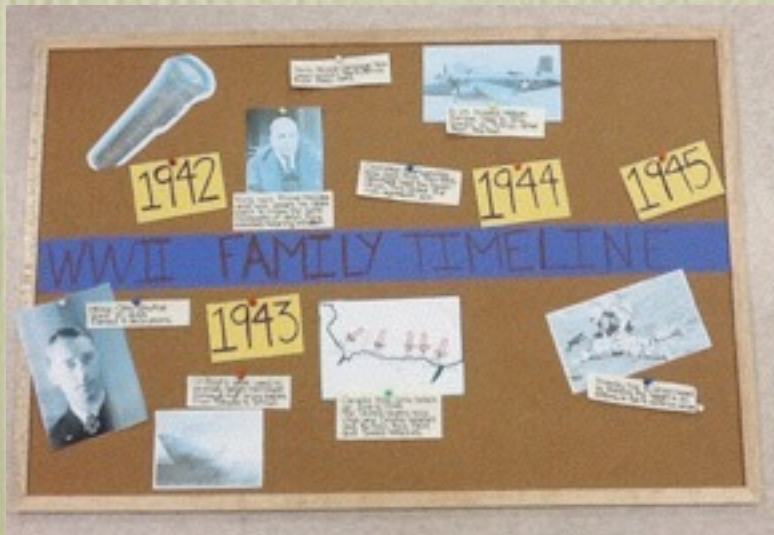
(David Horemans/CBC News)



# Students as Expert Storytellers















HENRY EDNA ALLENBERGSON  
B. SEPTEMBER 11, 1901

FRANK JACOB AARVOLD  
B. MARCH 10, 1910



WILLIAM JACOB AARVOLD  
B. 1905  
D. 1940

WILLIAM JACOB AARVOLD  
B. MARCH 11, 1905  
D. APRIL 23, 1940

MARGARET EUGENE ANDERSON  
B. MARCH 11, 1900



MARGARET EUGENE ANDERSON  
B. MARCH 11, 1900



DAVID EDNA ANDERSON  
B. 1905  
D. 1940



ANNA AARVOLD  
B. MARCH 23, 1910  
D. NOV 11, 1911

DAVID EDNA ANDERSON  
B. MARCH 23, 1910  
D. DEC 11, 1911

WANTED

THOMAS ANDERSON  
B. 1905  
D. 1940

DAVID EDNA ANDERSON  
B. 1905  
D. 1940

WASHINGTON B. ANDERSON  
B. 1905  
D. 1940

DAVID EDNA ANDERSON  
B. 1905  
D. 1940

MARGARET EUGENE ANDERSON  
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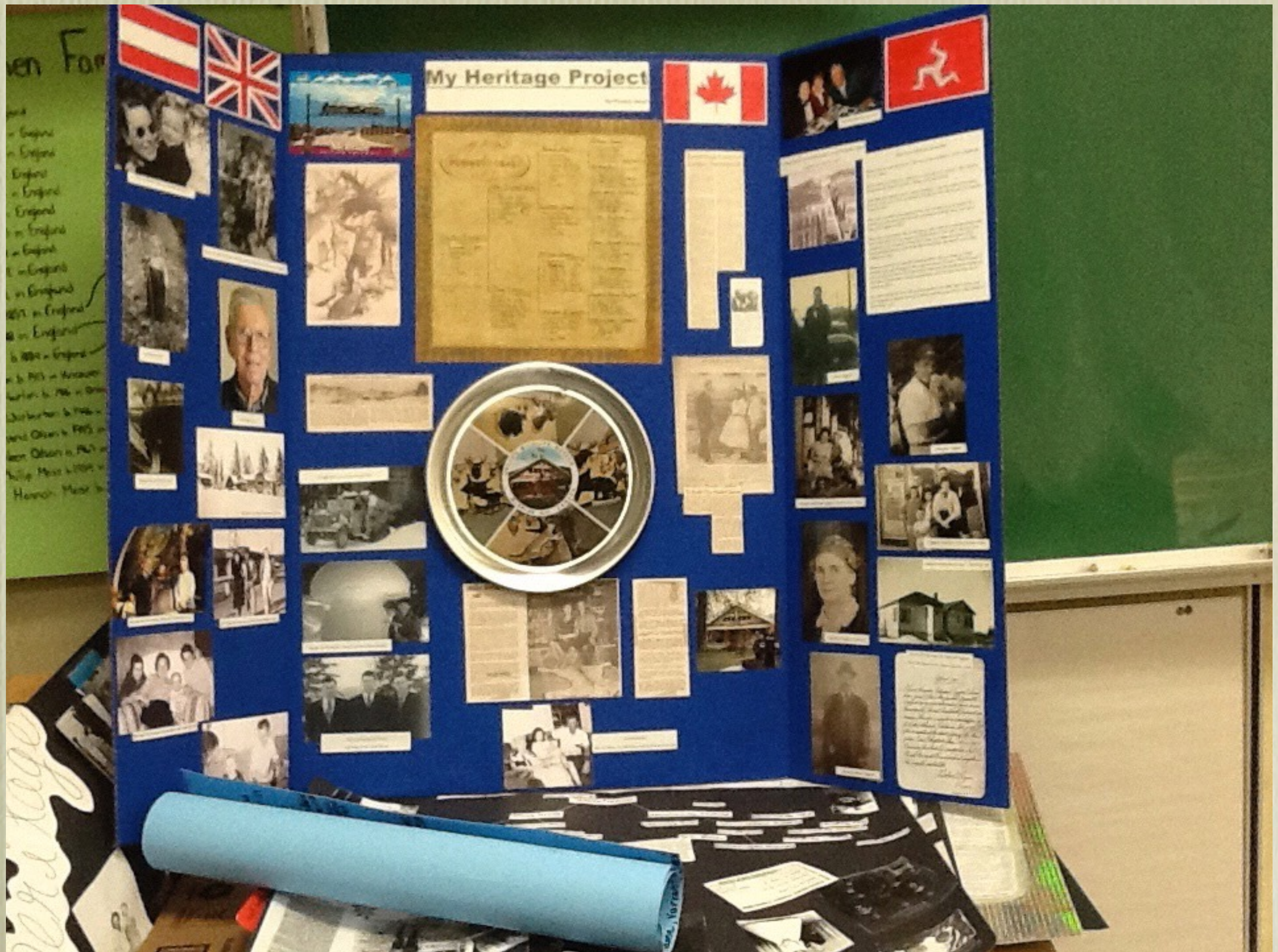














My family tree is on the back!

# MY HERITAGE CONNECTIONS

## Great-Grandfather

I would like to make my family out to be more than what it was, but the truth is not too much had happen in my family. Everyone that could have had gone to school, and did something with their life, mostly doctors. But it's my great-grandfather that had done most with his life I think. My father was named after him, Roderick Spencer Hutton Ward-Cox. He had done a lot with his life, even with being born in a tent in a concentration camp, in Ladybrand, South Africa. Like most other man in that time he had gone to World War 2. He was a warrant officer 1<sup>st</sup> class. He was also part of the police, and spent some time being a big game hunter. In South Africa, I imagine that would have been very cool. He also was a game ranger at the time too. Roderick also spent his time being a land surveyor. My great-grandfather had done a lot with his life and filled it to the fullest in his 74 years. He was with my great-grandmother most of this time, she didn't do anything or work, she just followed, my great-grandpa around where ever he went.

## PROJECT

## How we got our last name

We had originally thought that we got the name Ward-Cox because the Ward's had married the Cox's but as it turns out according to the time line I have, it was my great-great-grandfather Thomas's middle name was Ward and from then on for some odd reason it was written into our last name becoming Ward-Cox around (1905-1970) the time he had lived.

## Items

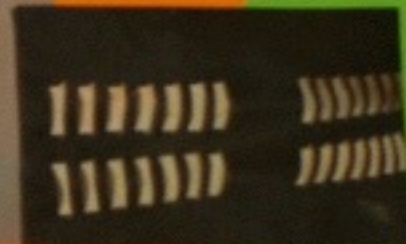
Our African shield, was given to my great-grandfather for his kindness and bravery from a Zulu man. We do not know when or exactly what act of kindness or bravery it was but we do know it was one of the two.

The shield is a short assegai.

Because of the short spear it is a close combat weapon.

It also contains a knobkorie, used to smash in an someone or something's skull.

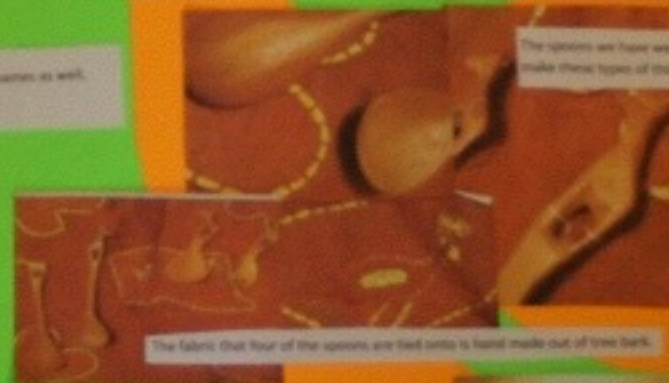
This type of shield and weapons were originally designed by a Zulu king by the name of Shaka (Zulu).



The name of this music player is an Mbira. It has many different names as well, including, thumb piano. It was an instrument used by the Zulu's.



The spoons we have were hand carved by a Zulu woman. Zulu women usually make these types of things to sell or trade with for money or food.



The fabric that four of the spoons are tied onto is hand made out of tree bark.

## Interview

Interview with my father, Roderick Ward-Cox

1. Where were you born? And what was your house like?

I had lived in Marnale, South Africa. My house was a ranch style house, right on the

Ungava Valley. We had a very nice place to live, with a 3 car garage, work shop, and study.

2 acres of land, and only 30-40 kilometres from a wild life reserve. We also had a swimming

pool and a fish pond, a bird aviary, chicken run, and many fruit trees. I was born in Pretoria, South Africa.

2. Did you have TV? Radio?

I didn't have a TV but I had a radio, my favorite channel, I remember, was jungle jet.

3. What did you do for fun?

I would go down into valley to hunt guinea fowl and rabbits. I would also go to the hills, and

play with the Zulu's, in the valley. Our family was not racist.

4. Where did your parents work?

My mother, was the head chef, kitchen manager, at the 5 star Hilton hotel. And my father was a teacher at the all blacks college for medical science.

5. Where did you drive for school?

Ungava, and we had a car. Schools were very strict, your hair had to be short, and could not touch your ears.

6. What was off car did your brother have?

A Volkswagen Beetle. It was a very small car.

7. Was there anything, and event or something even, that just stood out for you and you can still remember clearly?

1970, all New Zealand blacks vs. South Africa, Spring Boks rugby teams. And cricket games, South

Africa vs. England.

8. Is the anything passed down in the family?

My grandfather's world war 2 memorabilia.

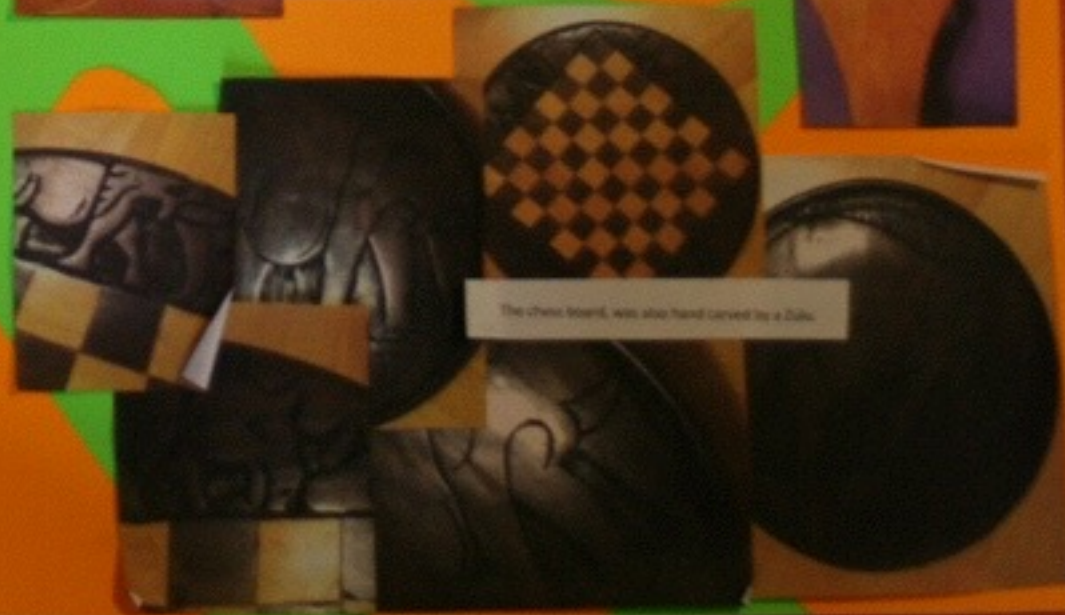
9. Why did you, and your parents and brother and sister, come to Canada?

We came to Canada because of racial and political reasons, that I do not want to discuss.

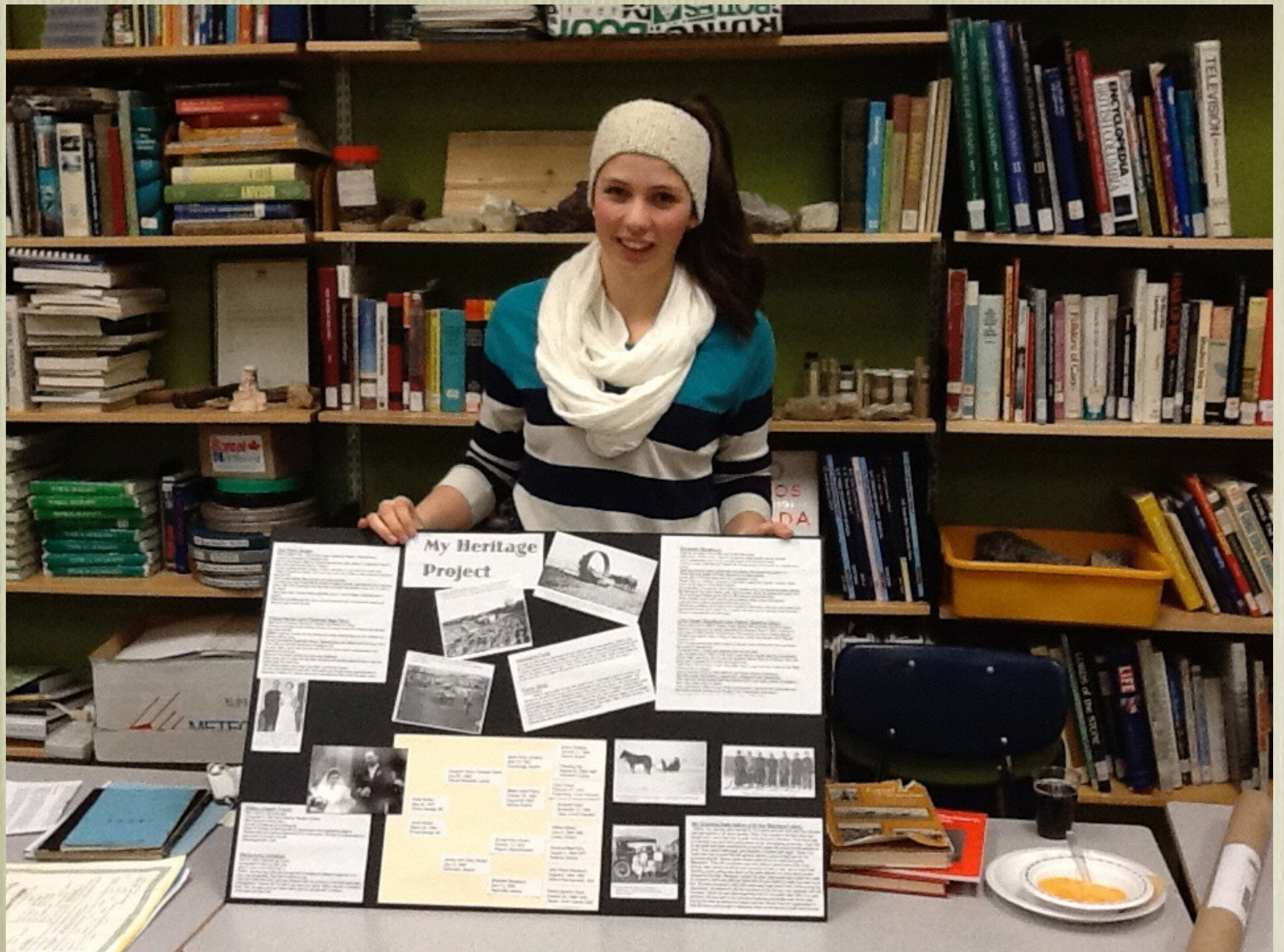
Because it was a very sad even in my life, leaving my friends and family. We also had to

leave all our things.

The chess board, was also hand carved by a Zulu.









### Ron Perry Mullen:

Born October 19th, 1908 at Grey Nuns hospital in Regina, Saskatchewan.  
Lived in a bungalow on Deedney Ave.  
No TV, but Hockey Night in Canada was the only radio station he listened to when he was a kid. Mom would listen to "scops".  
Loved anything athletic: skating, hockey, baseball and golf were the main ones.  
When 12 joined air cadets. Also would go out to the coulee to shoot gophers and get 5 cent per tail.  
Has a sister Shirley Mae and she is 8 years younger.  
To make sure Ron could fulfil his dream of being a dentist, dad sold his car to help pay tuition. After Ron graduated and was able he bought his parents a new car. It is still in the family.  
Most boys wear running shoes and either jeans or nice trousers. Suits and ties to church.  
Most kids had bikes but Ron got to drive around the town maintenance man's truck when he was 13 with his dad.

### Wilbert Mullen and Florence Mae Perry:

Both born in Ontario, Florence in Norland and Wilbert in Linsey.  
Florence had taken a few nursing courses but stayed home like most women did after they were married.  
Wilbert originally farmed with his brothers but when farming was poor he worked in a General Motors plant.  
Moved the family to small town Brock, Saskatchewan and Wilbert took the job as Town Clerk, later he took the same job in Rosetown, SK.  
As town Clerk, salary was very low and Florence had to teach kindergarten in the basement of the house.  
Florence was a hard worker and up to any challenge.  
Wilbert was only 13 when his dad died and since he was the oldest he had to help his mother raise the other five.  
After Wilbert's father came back from WW I he met his mother.  
As town administrator he was also chief police and brought many improvements to Rosetown. (Getting the streets paved and ensuring that milk would be pasteurized.)



Wilbert (left) and Florence (right) Mullen in 1911. Wilbert is wearing a military uniform. Ron is a Mullen in the David Thomson Library of the Canadian Army.



### Walter Joseph Franci:

Born 1902 in Vienna, Austria.  
Immigrated in 1902 from Austria to Hamilton Ontario.  
Was involved in World War I.  
Gunner in a side car of a motorcycle.  
Came to Canada on the boat with 20 dollars and a civil engineering degree.  
Worked hard and built an engineering firm in Edmonton. Worked on infrastructure in many towns in northern Alberta.  
Died August 26th, 2002.

### Maria Anna Uchatus:

Born in 1902 in Astenbrugg, Austria.  
Immigrated in 1902 but after Opa.  
Was a nurse in the World War I.  
Walter was their first child and he was born in Austria and Maria brought him over when she immigrated. They had 4 children in all.  
After the 3 kids were born and was pregnant with one more (my mom) she went back to Astenbrugg, Austria with the kids to get help from family. Walter stayed in Canada to work. After the baby was born Maria came back to Canada with 4 children.  
-is 90 years old right now.

Evian Mullen

## My Heritage Project

11. Father with the right horse pulling a Dutch breeding plough with which he began to plough a 100 acres in the winter of the winter of 1904. Note that some of the right horse's work in the winter of 1904.



### Interesting Facts

-Ice well: on the farm to help keep our food cool and keep from spoiling. Betty's Dad dug a deep hole (about 6 feet deep) in the ground and in the early spring he would go to a nearby lake and chop out lots of ice to put in the hole and cover it with seaweed. He built a trap door to cover the hole. Then Mother could keep milk, butter, some meat etc. in the ice well. For a treat in the summer he would chop ice and make ice cream.

### Funny Story:

Gram's story  
When I was 5, after having had scarlet fever, I was kept in bed for a month, so the doctor wouldn't let me up until my temperature was normal. As the weather was getting bad, and my folks wanted to move into Lacey for the winter, my Dad heated some large trousers and put them under a cot in the back of a wagon, which was pulled by a team of horses. I was bundled up, laid on the cot, and covered in blankets from head to toe. When a horse scared the horses they bolted, and the wagon box complete with cot and me was thrown into the snowy ditch. That night, when we got into town, my temperature was normal for the first time in a month!

Maria Anna Uchatus  
April 13, 1922  
Astenbrugg, Austria

Elisabeth Maria Theresia Franci  
July 5th, 1903  
Wiener Neustadt, Austria

Walter Josef Franci  
October 18, 1902-  
August 26, 2002  
Vienna, Austria

Evian Mullen  
May 26, 1907  
Prince George, BC

Jacob Mullen  
March 22, 1904  
Prince George, BC

Ronald Perry Mullen  
October 19, 1908  
Regina, Saskatchewan

James John Perry Mullen  
July 19, 1903  
Edmonton, Alberta

Elisabeth Blackburn  
April 10, 1900  
Vegreville, Alberta

Anton Uchatus  
January 11, 1904  
Vienna, Austria

Theresia Figl  
August 22, 1898-1967  
Astenbrugg, Austria

Franz Franci  
February 27, 1878  
Kutteneberg, Czech Republic

Elisabeth Kotrc  
November 19, 1885  
Tabor, Czech Republic

Wilbert Mullen  
June 3, 1894-1965  
Linsey, Ontario

Florence Mae Perry  
August 4, 1899-1978  
Norland, Ontario

John Hiram Blackburn  
August 5, 1895-1965  
Oxford Pennsylvania, USA

Palma Gertine Olson  
October 29, 1898-1965  
Vegreville, North Dakota USA



12. An impressive large wooden, weathered wheel made by a pioneer farmer in the 1870s which would turn in out grain to soil. Each side of the wheel would be replaced by the farmer.

### Elizabeth Blackburn:

-Was the youngest of four kids, born in the farm house.  
-Had a barn, chicken coop, shed for equipment, large garden and an ice well.  
-Had to pump water from a well and light came from kerosene lamps.  
-Lived on a farm until she was 9 years old. (Every winter would move to a rented out in Lacey.)  
-Walked a country road to school with one teacher who taught from grade 1-6.  
-Some kids from grade 9-12 took classes by correspondence.  
-Lacey was 4 1/2 miles away and had a population of 90.  
-Would listen to children's program on the radio, called "The Farmer". Sunday night family would listen to "One Man Family".  
-Fun activities in the country were making a jungle swing from telephone poles, playing tick tack toe on the black board, dolls, hide and seek, cards, girl guides and junior choir.  
-Girls would get dressed up for church with dresses, gloves and hats.  
-Girls normally would wear corsets, penny buttons, winter boots (moccasins).  
-Learned how to drive a standard when she was 16.  
-Worked as a dietitian for 8 years in the hospital in Edmonton. After Jim and Lynne were married she worked as a restorator for 14 years. Also did a lot of volunteer work and has received many awards over the years.

### John Hiram Blackburn and Palma Gertine Olson:

-Palma was born in 1898 in Vegreville, North Dakota USA and then moved to Telford Alberta in Canada but her family originated from Norway. Died in 1965 in Edmonton.  
-John born in 1895 Oxford, Pennsylvania USA and then moved to Telford Alberta.  
-Worked very hard to make a living on their farm, which they bought when they got married 1917.  
-John worked around the clock to seed or harvest crops. He fixed his own machinery and cared for the animals.  
-During the WW I Palma was pregnant with her first child.  
-Had 4 children but in 1929 Jan 5th their 4 year old son Harold died from encephalitis (before Betty was born) and 13 year old daughter Marian died on Christmas 1934 after being sick in hospital for a month with appendicitis.  
-John was in the air force in both World War I and II. Later won the Trophy for the "Best amateur pilot in Canada".  
-John joined the RCAF in 1940 (WW II) and Palma moved to Edmonton.  
-She was loving, hardworking, a great cook, craftsperson and seamstress.  
-She made the family clothes until they became teens and made clothes for people in need. Also made rugs and quilts.  
-John sold the farm after the war (1945) and became a insurance life underwriter and eventually became president of Canadian Life Underwriters Association.  
-Immigrated in 1945 by Telford near Edmonton.



13. When cold was too hard to handle - Robert and Wilbert Blackburn with their sleds.



Palma Gertine Olson of a family photo.



14. Betty, Wilbert, Wilbert, and Robert Blackburn in 1929 with the family car. Moved to Telford.

### My Gramma Betty telling a bit the Blackburn story:


Before my parents were married in 1917 they had both lived with their families and had learned a lot about farming. When they moved to the farm they had brought near Lacey they had to clear more land and cultivate it. They hired help and worked long and hard cutting down brush and digging up stumps. They had to dig wells and used a windmill to pump the water into a tank for the animals to drink. They raised cattle pigs, and chickens. (mother took eggs, cream and butter she had churned into the general store in Lacey to help pay for the groceries that Mr. Bricker (store owner) gave them on credit during the depression. Their life as farmers was very difficult-some years their crops (wheat, oats, barley) would be poor because of lack of rain, hail or early frost. Anything worth selling was taken to the grain elevator in Lacey where it was shipped out by train. Whatever couldn't be sold, Dad would use to feed the cattle he hoped to sell to the USA but when the US put a tariff on cattle that didn't work out. His debt increased to \$25,000 which was huge back in the 1930s during the depression. He started to sell life insurance to the farmers and gradually built his business. When he was discharged from the Air Force after WW II he sold the farm, did very well in his insurance business and finally paid off the debt. During the time he farmed he helped start the Wheat Pool (an organization to help farmers) and brought in telephone lines so the farmers could have phones.



## My Gramma Betty telling a bit the Blackburn story:

Before my parents were married in 1917 they had both lived with their families and had learned a lot about farming. When they moved to the farm they had bought near Lavoy they had to clear more land and cultivate it. They hired help and worked long and hard cutting down brush and digging up stumps. They had to dig wells and used a windmill to pump the water into a tank for the animals to drink. They raised cattle pigs, and chickens. ( mother took eggs, cream and butter she had churned into the general store in Lavoy to help pay for the groceries that Mr. Bricker (store owner) gave them on credit during the depression. Their life as farmers was very difficult--some years their crops (wheat, oats, barley) would be poor because of lack of rain, hail or early frost. Anything worth selling was taken to the grain elevator in Lavoy where it was shipped on by train. Whatever couldn't be sold Dad would use to feed the cattle he hoped to sell to the USA but when the US put a tariff on cattle that didn't work out. His debt increased to \$26,000 which was huge back in the 1930s during the depression. He started to sell life insurance to the farmers and gradually built his business. When he was discharged from the Air Force<sup>945</sup> after WW 2 he sold the farm, did very well in his insurance business and finally paid off the debt. During the time he farmed he helped start the Wheat Pool (an organization to help farmers) and brought in telephone lines so the farmers could have phones.





## Interesting Facts

-Ice well: on the farm to help keep our food cool and keep from spoiling. Betty's Dad dug a deep hole (about 8 feet deep) in the ground and in the early spring he would go to a nearby lake and chop out lots of ice to put in the hole and cover it with sawdust. He built a trap door to cover the hole. Then Mother could keep milk, butter, some meat etc. in the Ice Well. For a treat in the summer he would chip ice and make ice cream.

## Funny Story:

-Gram's story:

When I was 5, after having had scarlet fever, I was kept in bed for a month, as the doctor wouldn't let me up until my temperature was normal. As the weather was getting bad, and my folks wanted to move into Lavoy for the winter, my Dad heated some large boulders and put them under a cot in the back of a wagon, which was pulled by a team of horses. I was bundled up, laid on the cot, and covered in blankets from head to toe. When a noise scared the horses they bolted, and the wagon box complete with cot and me was thrown into the snowy ditch. That night, when we got into town, my temperature was normal for the first time in a month!





Social Studies 10 Economy Groups





Beauty  
aka. Seltzer  
Ireland Champion



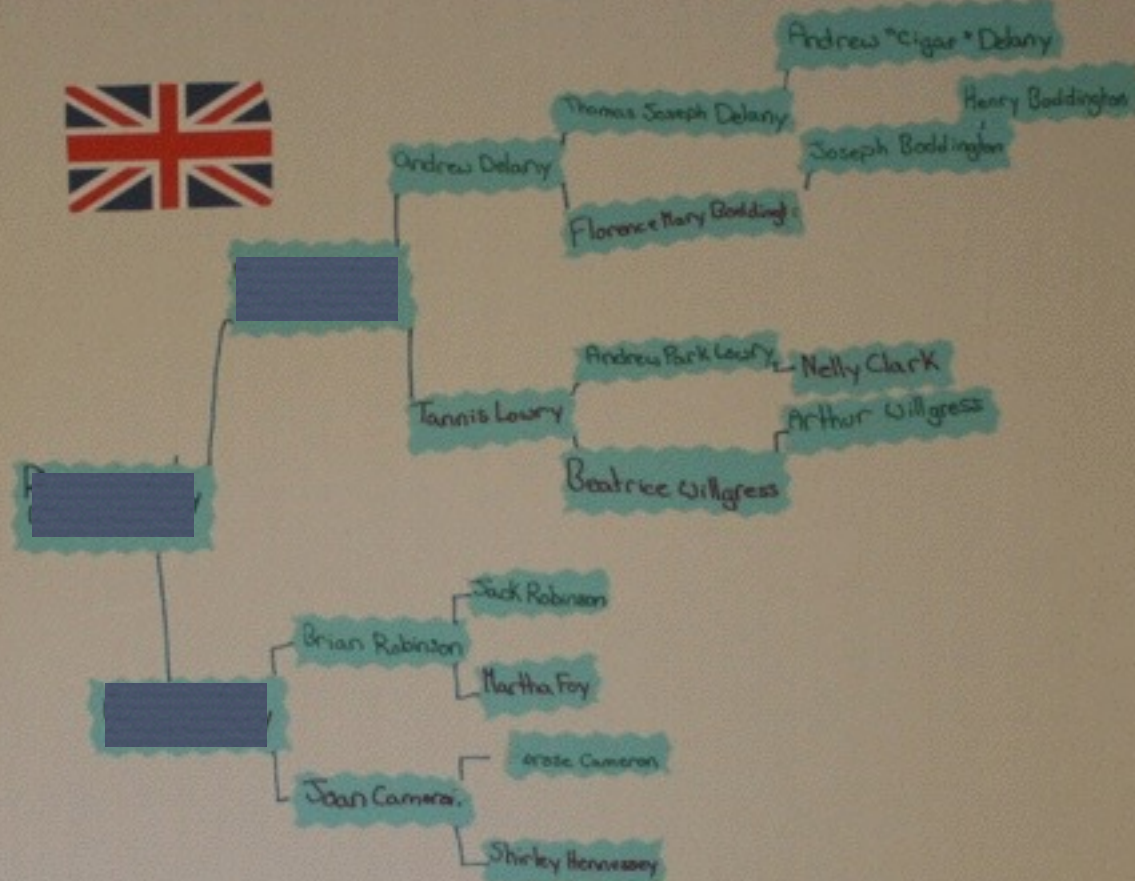
Tova Delany  
The Bower



Thomas Joseph Delany  
In Uniform



The Delany  
Family



HMS Empress of Britain  
(1956)



Boddington Brewery  
Co-founded by Henry Boddington



Clark Delany  
In Scarlet's









## The Moffat Bridge



## Northern Hardware

"If we don't have it you don't need it"



Thompson Opp, Alex  
Moffat and Harold Moffat  
"The originals"



Inside The Northern



The Northern Staff



A Window Display



Exterior View

## Harold Moffat



## The Moffat House

1910



1907

1. 1st floor	2. 2nd
1. 2nd floor	2. 3rd
1. 3rd floor	2. 4th
1. 4th floor	2. 5th
1. 5th floor	2. 6th
1. 6th floor	2. 7th
1. 7th floor	2. 8th
1. 8th floor	2. 9th
1. 9th floor	2. 10th
1. 10th floor	2. 11th
1. 11th floor	2. 12th
1. 12th floor	2. 13th
1. 13th floor	2. 14th
1. 14th floor	2. 15th
1. 15th floor	2. 16th
1. 16th floor	2. 17th
1. 17th floor	2. 18th
1. 18th floor	2. 19th
1. 19th floor	2. 20th
1. 20th floor	2. 21st
1. 21st floor	2. 22nd
1. 22nd floor	2. 23rd
1. 23rd floor	2. 24th
1. 24th floor	2. 25th
1. 25th floor	2. 26th
1. 26th floor	2. 27th
1. 27th floor	2. 28th
1. 28th floor	2. 29th
1. 29th floor	2. 30th
1. 30th floor	2. 31st
1. 31st floor	2. 32nd
1. 32nd floor	2. 33rd
1. 33rd floor	2. 34th
1. 34th floor	2. 35th
1. 35th floor	2. 36th
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1. 37th floor	2. 38th
1. 38th floor	2. 39th
1. 39th floor	2. 40th
1. 40th floor	2. 41st
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1. 48th floor	2. 49th
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1. 50th floor	2. 51st
1. 51st floor	2. 52nd
1. 52nd floor	2. 53rd
1. 53rd floor	2. 54th
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1. 61st floor	2. 62nd
1. 62nd floor	2. 63rd
1. 63rd floor	2. 64th
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1. 86th floor	2. 87th
1. 87th floor	2. 88th
1. 88th floor	2. 89th
1. 89th floor	2. 90th
1. 90th floor	2. 91st
1. 91st floor	2. 92nd
1. 92nd floor	2. 93rd
1. 93rd floor	2. 94th
1. 94th floor	2. 95th
1. 95th floor	2. 96th
1. 96th floor	2. 97th
1. 97th floor	2. 98th
1. 98th floor	2. 99th
1. 99th floor	2. 100th

## What am I?

- German
- Scottish
- British
- French Canadian
- Spanish
- Welsh













# BEATTY BOX





In 1995, my grandparents moved to Newfoundland, where my grandfather, who was born in 1905, had lived for most of his life. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# INTRO



My grandfather, Thomas Ingram



Landscape, Newfoundland (Grandfather's farm)

The grandparents moved to Newfoundland in 1905. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# WORK / INVOLVEMENTS

# EDUCATION

When my grandparents moved to Newfoundland, they had to learn English. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# FOOD

When my grandparents moved to Newfoundland, they had to learn English. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# TRANSPORTATION

When my grandparents moved to Newfoundland, they had to learn English. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# GAAMES / PASTTIMES

One of the main games my grandfather played was dominoes. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

My grandpa on his boat's cabin



My grandpa's boat (Newfoundland)



# TECHNOLOGY

My grandparents didn't have much technology. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# CLOTHING

In Newfoundland, there were no stores. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# HOUSING

The houses in Newfoundland were built with stone. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.



My grandpa's house in Newfoundland. It's a stone house, built with stone.

# Life After World War II

For the longest time, my grandparents lived on my dad's side of the family. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

Wooden Hill



My grandpa's house in Newfoundland. It's a stone house, built with stone.



My grandpa's house in Newfoundland. It's a stone house, built with stone.



Photo of my grandparents with their family. (My grandpa and grandma had bigger families than my grandparents and grandpa in Canada.)

My grandpa playing in the snow during a winter in Newfoundland.



My grandpa's house in Newfoundland. It's a stone house, built with stone.

# INTRO

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# TRANSPORTATION

There were no cars in Newfoundland. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# MOVING DURING THE WAR

My grandparents moved to Newfoundland during World War II. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.

# FOOD

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# EDUCATION

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# GAAMES / PASTTIMES

My grandparents didn't have much games or pastimes. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.



My grandpa's house in Newfoundland. It's a stone house, built with stone.

# WORK / INVOLVEMENTS

My grandparents didn't have much work or involvements. My grandfather, who was born in 1905, had lived for most of his life in Newfoundland. He had been in Newfoundland since 1905, when he came to work for the Newfoundland government. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years. He had been in Newfoundland for 90 years.



My grandpa's house in Newfoundland. It's a stone house, built with stone.

Brooklyn, New York



# World War II



Axis Powers

The Axis powers were the military forces that fought against the Allies during World War II. They consisted of Germany, Italy, and Japan.

Germany

Germany was the primary power of the Axis powers. It was led by Adolf Hitler and fought against the Allies.

Italy

Italy was a member of the Axis powers. It was led by Benito Mussolini and fought against the Allies.

Germany vs Canada

Germany was the primary power of the Axis powers. It was led by Adolf Hitler and fought against the Allies.

Germany was the primary power of the Axis powers. It was led by Adolf Hitler and fought against the Allies.

United Kingdom

The United Kingdom was a member of the Allies. It was led by Winston Churchill and fought against the Axis powers.

United States

The United States was a member of the Allies. It was led by Franklin D. Roosevelt and fought against the Axis powers.



Axis Powers

The Axis powers were the military forces that fought against the Allies during World War II. They consisted of Germany, Italy, and Japan.

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The Axis powers were the military forces that fought against the Allies during World War II. They consisted of Germany, Italy, and Japan.







# Activity

What's your story? Prompts to help get heritage inquiry started





# Planning, teaching, and assessing Social Studies in the context of new curriculum

Feb 10th, 2017 • Glen Thielmann • <http://thielmann.ca>

Presentation notes and links:

<http://www.thielmann.ca/presentation-notes.html>



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