



WHITE ROCK
MUSEUM & ARCHIVES

Re-Thinking the Railroad

Teacher's Guide

Program Level: Grades 3–6



Program Length: 90 minutes

Section 1: Introduction

This program offers the opportunity to learn about the history of the railroad and train station in White Rock and explore historic artifacts relating both. Students will discuss the significance of the railroad and train station in the past and present and discover the varied perspectives surrounding this topic. This program also highlights how the community of White Rock has changed and how it has stayed the same because of the railroad and and train station.

Program Objectives

- To introduce White Rock's railroad history (chronologically). Why was the railroad built here in the first place? How did it impact the community?
- To identify how the community has changed and how it has stayed the same by:
 - Viewing historic photographs and newspapers from the Archives
 - Interpreting historical maps from the Archives
 - Handling and examining historic artifacts and plaques.
- To gain an understanding of Morse code and how it was used for communication.
- To identify consequences of the railway's location in White Rock by sorting newspaper articles (grades 5 & 6 only).
- To create a train plaque as a way to make a personal connection to their experience at the museum (grades 3 & 4 only).

Pre-Visit Instructions

The students must be divided into 4 groups PRIOR to arriving at the museum. Please arrange 4 chaperones to accompany the class and assign one chaperone per group. Chaperone instructions are included in this packet, please distribute to chaperones before arrival to the museum. Chaperones are expected to stay with their group throughout the duration of the visit.

If you require a break for snack-time during your visit, please let us know ahead of time and we will incorporate this into the schedule for the day.

Parking

Metered parking is available in the lot next to the museum.

Lunch

There is a seating area (benches only) next to the museum if you would like to have a picnic lunch before or after your visit.

Payment

The cost of this program is \$105. Payment can be made by cheque to the White Rock Museum. Payment is due on the date of your program. Please indicate if you require an invoice be sent on behalf of the White Rock Museum and Archives.

Section 2: Outline of the Program

Whole Group Instruction (15 minutes)

The program begins with a timeline activity and historical photographs to provide some background knowledge before proceeding to learning stations. After the overview, all four groups are assigned to a station and every 15 minutes they rotate until each group has completed all four stations.

Station 1: The Ticket Office (15 minutes)

Students will learn about the history of the railway station in White Rock and how the building has changed over time.

Students will use the information in the permanent gallery (photographs, objects, written explanations) to create a web about what they learn, notice, and have questions about.



Station 2: Historical Maps (15 minutes)

Students will examine a variety of maps from the archival collection.

After an overview, students will choose one map to examine and answer questions about. They will be asked to look for elements that have changed and elements that have stayed the same. Students will then create a simple map of their own.

Station 3: Train Plaque Craft (15 minutes) Grades 3 & 4 only

There are engraved brass train plaques in front of the museum on the promenade. At the beginning of the program we will spend some time looking at the plaques and discussing the meaning behind them.

At this station, students will create a train plaque as a way to make a personal connection to their experience at the museum.

Students will create and decorate a train plaque out of paper.



Station 3: Railroad in the News (15 minutes) Grades 5 & 6 only

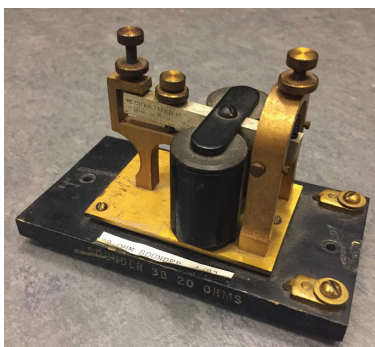
Students will discover the impact and range of perspectives that the railway had on the community through newspaper headlines, articles, and captions.

Students will read headlines and captions from the historic newspapers related to the railroad in White Rock. Students will work as a group to sort the articles into categories.

Station 4: Telegraph and Morse Code (15 minutes)

Students will learn about how the telegraph was used for communication. Students will learn how to decode messages in morse code and create their own messages in morse code.

Students will view a slideshow on the TV that asks them to decode messages, and record their answers in their student packet. Then students will create their own messages and solve with a partner.



Reflection/Closure (5 minutes)

Students will return to the whole-group and participate in a reflection/closing discussion.

Optional Activity: Pier Walk (20 minutes)

This activity can be added to the beginning or end of your trip. Please let us know if you would like to include this activity in your visit.

Students will be tasked with finding and reading specific historical panels that are mounted along the pier. The information on the panels include a variety of information pertaining to White Rock's history.

**Optional Post-Visit Extension Activity**

Please see attached poems. These poems were both submitted to the newspaper and reflect two very different perspectives about the train. These poems can be used to encourage discussion about understanding differing perspectives.

Section 3: School Program Curriculum Objectives

This program is directly linked to the following Curriculum Objectives

Grade 3

Social Studies

Content	<ul style="list-style-type: none">• Aspects of life shared by and common to peoples and cultures• Relationship between humans and their environment
Curriculum Competencies	<ul style="list-style-type: none">• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions• Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)• Recognize causes and consequences of events, decisions, or developments (cause and consequence)• Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issue, or events (perspective)

Art

Content	<ul style="list-style-type: none">• Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Curriculum competencies	<ul style="list-style-type: none">• Experience, document and share creative works in a variety of ways (communicating and documenting)• Explore identity, place, culture, and belonging through arts experiences (exploring and creating)

Grade 4

Social Studies

Content	<ul style="list-style-type: none">• Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation• The history of the local community and of local First Peoples communities
Curriculum Competencies	<ul style="list-style-type: none">• 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 explain why some aspects change and others stay the same (continuity and change)• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)

Art

Content	<ul style="list-style-type: none">• Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
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Curriculum competencies	<ul style="list-style-type: none"> • Explore identity, place, culture, and belonging through arts experiences (exploring and creating) • Reflect on creative processes and make connections to other experiences (reasoning and reflecting)
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Grade 5

Social Studies

Content	<ul style="list-style-type: none"> • Resources and economic development in different regions of Canada
Curriculum Competencies	<ul style="list-style-type: none"> • 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 explain why some aspects change and others stay the same (continuity and change) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Grade 6

Social Studies

Content	<ul style="list-style-type: none"> • The urbanization and migration of people • Media technologies and coverage of current events
Curriculum Competencies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Railway in the News



File photo

Velma Bartel arrived in White Rock by train in 1953 and continues to cherish the tracks and trains that use them

An ode to the waterfront tracks

Editor:

My thoughts on our wonderful 'city by the sea' – on our train and the tracks more specifically.

And though my words are not elegant, I'm weary of all the complaints and rants about our train and its tracks.

It was here before us, and that is fact.

The Train

Whenever I hear that whistle blow,

That is when for sure I know,

It is the sound of our seaside train,

Coming down the tracks again.

I was a young girl from Idaho,

And it was to White Rock I came.

It is a very long way by train,

And here for many years I have remained.

So many things have changed,

But the pier, the rock, the ocean and the tracks are much the same.

Some people want to remove the tracks and trains,

But then our city would not be the same.

Why not make the train a people mover?

Coming from Seattle and Vancouver, like it did once before,

Bringing out-of-towners to our beautiful shore!

Whenever I hear that whistle blow,

I am content to know I was a part of those days so long ago.

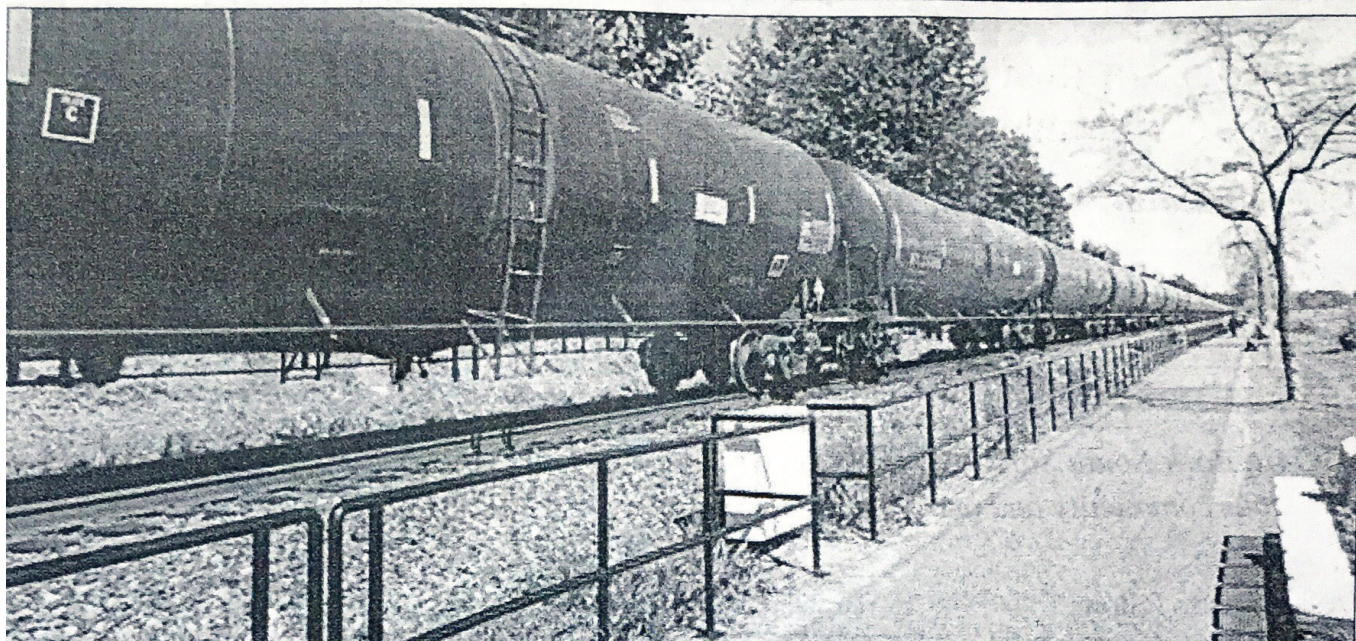
Days of frolic and fun at the shore.

Days I will remember forever more.

I came to White Rock in March of 1953 by train from Bonners Ferry, Idaho. I was seven years old.

Velma (Weir) Bartel, Surrey

Railway in the News



S. Cunningham photo

Letter-writer S. Cunningham notes protesters target oil pipelines, while another mode of transport is apparent.

Distraction from the waterfront

Editor:

The train I photographed (above) consisted of about 18 tank cars and only one open bulk car. Is this the future of petroleum transport through B.C.? While the focus of protesters is on blocking pipelines, this ramping up of rail shipments of oil increases. Interesting!

S. Cunningham, Surrey

Apathy pervasive

Re: Rail safety comes down to hope, May 8 letters.

To keep the trains from running through White Rock could be to use the spur line in Sumas to link up with the lines that CP uses for their Coal Trains.

We have to get Prime Minister Stephen Harper to tell BNSF to use that spur line, give our lifestyle back to us, without the loss of sleep, property values declining and unnecessary deaths associated with the train traffic.

There is an apathy which I find pervasive throughout White Rock and Surrey of not wanting to do anything about the trains.

Maybe it is the elderly population, or a feeling of being overwhelmed by the costs involved or just who cares.

If we don't speak up and do something constructive about the trains, Harper and BNSF will make our lives miserable and unbearable.

After three years of writing to BNSF, I have a letter from its legal department. In part, BNSF say that they

are doing nothing wrong, and there are no complaints, and everything is wonderful, and they are complying with all Canadian laws.

Robert Melynychuk, Surrey

A poetic rebuke

I have formulated the following poem to make it more acceptable to letter format:

*Screeching, screaming, howling, wailing
miles and miles of tanker cars
rumble past our homes
rattling our windows
banging at our walls.*

*Chlorine, chloride, sodium hydroxide,
hexyltrichlorosilane, organophosphorus pesticides,
hydrochloric acid and sulfur dioxide,
trichlorosilane, ammonia, sulfuric acid, aldehyde
hydrogen peroxide, hot asphalt, heating oil
crude oil, fuel oil, diesel fuel, petroleum
ethanol, methanol, coal unfit to burn
butylene, octanes, petroleum and gasoline,
liquid hydrocarbons, explosive, toxic, flammable
residue from sewer pipes in tanker cars of tin.*

*They'll find us as we're sleeping or sitting by our fireplace
or digging in the garden on a summer afternoon.*

We'll never know what killed us when the train derailed.

Ben Nuttall-Smith, Surrey