



WHITE ROCK
MUSEUM & ARCHIVES

Meaningful Monuments

Teacher's Guide

Grades 9–11



Program Length: 90 minutes

Section 1: Introduction

This program offers the opportunity to examine two local heritage sites in detail—the train station and the pier—in order to better understand how they came to be sites of significance in White Rock. Students will explore this by interacting with the permanent gallery, and reviewing newspaper articles and historic photographs. After looking at the history, students will engage in dialogue with each other about the roles these heritage sites have in the community today.

Program Objectives

- Defining what constitutes a heritage site.
- Investigating why the White Rock community preserved the train station and pier over the past 100 years.
- Exploring what role the train station and pier plays in the community today—both socially and economically.

Pre-Visit Instructions

Each student will work with a partner. If you feel it would be best to arrange partnerships before arriving at museum then please do so. Please arrange at least 3 chaperones to accompany the class to circulate and assist during the program as needed. Chaperone instructions are included in this packet, please distribute to chaperones before arrival to the museum.

Important! Please have students download “QR code scanner” app on their phones before arriving at the museum. At least one student per partnership must have access to a phone with the QR code scanner app for this program.

There are a number of QR code scanner apps to choose from. It is a free download.

[QR Code Scanner App—iTunes](#)

[QR Code Scanner App—Google Play](#)

Parking

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

Lunch

There is an outdoor seating area (benches only) next to the museum if you would like to have a picnic lunch before or after your visit. If the weather is nice, the beach has plenty of space and seating on logs

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

Welcome and Introduction for the whole group (20 minutes)

QR Code Scavenger Hunt (40 minutes)

- Pairs work their way through a scavenger hunt which explores the permanent gallery and archival material, using the QR code scanner.

Discussion/Checking answer (10 minutes)

- Students will have the opportunity to check their answers.

Pier Walk (outdoors) (20 minutes)

- We will go for a walk on the pier to help connect what we learned about the pier inside the museum to the actual structure itself. Additionally, students will be tasked with finding and reading specific historical panels that are mounted along the pier to finish the program.

Section 3: Chaperone Instructions

Please circulate throughout the museum while students are completing the scavenger hunt and help students as-needed.

Ask students how they are doing, what they have learned so far, etc.

If you notice students not on task, ask questions such as “Is that what you are supposed to be doing?” or “Do you need help? Let’s find another code”.

Kindly refrain from using your phone during the program or from gathering and socializing with other chaperones. Student engagement thrives when chaperones are engaged as well.

Section 4: School Program Curriculum Objectives

This program is directly linked to the following Curriculum Objectives

Grade 9

Social Studies

Content

- local, regional, and global conflicts
- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
- global demographic shifts, including patterns of migration and population growth
- nationalism and the development of modern nation-states, including Canada
- Physiographic features and natural resources in Canada:

Curriculum Competencies

- 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, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Compare and contrast continuities and changes for different groups at the same time period (continuity and change)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

English

Content

- Strategies and processes
- Reading strategies
- Writing processes

Curriculum Competencies

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Express an opinion and support it with credible evidence

Grade 10

Social Studies

- Content**
- Environmental, political, and economic policies
 - Canadian identities
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- Curriculum Competencies**
- 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, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
 - Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)
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English

- Content**
- Strategies and processes
 - Reading strategies
 - Writing processes

- Curriculum Competencies**
- Express and support an opinion with evidence
 - Access information for diverse purposes and from a variety of sources to inform writing
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Grade 11

Social Studies

- Content**
- Current issues in local, regional, national, or global politics as represented in mass media
 - social, cultural, or technological innovations and developments in the 20th century
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- Curriculum Competencies**
- 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, phenomena, ideas, or developments (significance)
 - Assess the credibility and justifiability of evidence, data, and interpretations (evidence)
 - Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)
 - Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)
 - Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)