

THINGS TO DO BEFORE COMING TO SIDNEY HISTORICAL MUSEUM (Grade 4 and 5)

1. **TIMELINES:** Use a roll of adding machine tape to make a timeline around the classroom – from 1800 to the present. Mark on the emergence of transportation methods (trains, cars, buses, planes) and also technological advances (electricity, radio, television, telephone, TV, movies, computers, laptops, recordings, CDs etc.)
2. **GEOGRAPHY:** Using a map of the world find: Canada, England and the British Isles, Western Europe, China, India, Japan, Vancouver Island. Mark Vancouver, Victoria and Sidney. With knowledge gained from creating the timeline, list the transportation methods immigrants from various countries would have used to get here in 1899. Discuss and list the students ideas about the relationship between the townsite of Sidney and transportation to/from and on the island pre-1960. (this would be a large focus of time spent at the museum.)
3. Have each student do a home survey to answer the following questions. For math, graph the answers A) did their parents, grandparents, great-grandparents immigrate from another country? (or another province? From which country/province did they come? What were their occupations there? Where in Canada did they arrive? What brought them here, to greater Victoria? What transportation methods did they use to get here?
4. At one time, Sidney had quite a bit of industry including a brick-making plant, a sawmill and a cannery. Why would those industries have located here on the peninsula and why are they not here now?
5. Make a list of the contributions made by the Coast Salish aboriginal people and the Chinese to Sidney and the Saanich Peninsula. Have these contributions had a lasting effect? Discuss why you think that is.

A WALK THROUGH TIME