

# Activity Guide

Kindergarten – Grade 2

## Getting Started

These activities are designed for visiting students to engage with the exhibits and have fun at the same time.

- For each gallery, there are a few activities to try, most do not require students to draw or write.
- Activities should be led by a teacher or chaperone.
- This guide provides a few suggestions of activities you can do. Feel free to talk about what interests you and your students, or even make up your own challenge while you are in the galleries.

## Tips During Your Visit

- When entering a new space, allow a little time for students to explore for themselves. Ask them what they notice, and what they find interesting.
- Choose one or two galleries to visit during your trip. Students might become overwhelmed trying too many things in one visit.
- Look for a staff member or docent in the galleries. They might help answer any questions, or offer an in-gallery activity to try out.

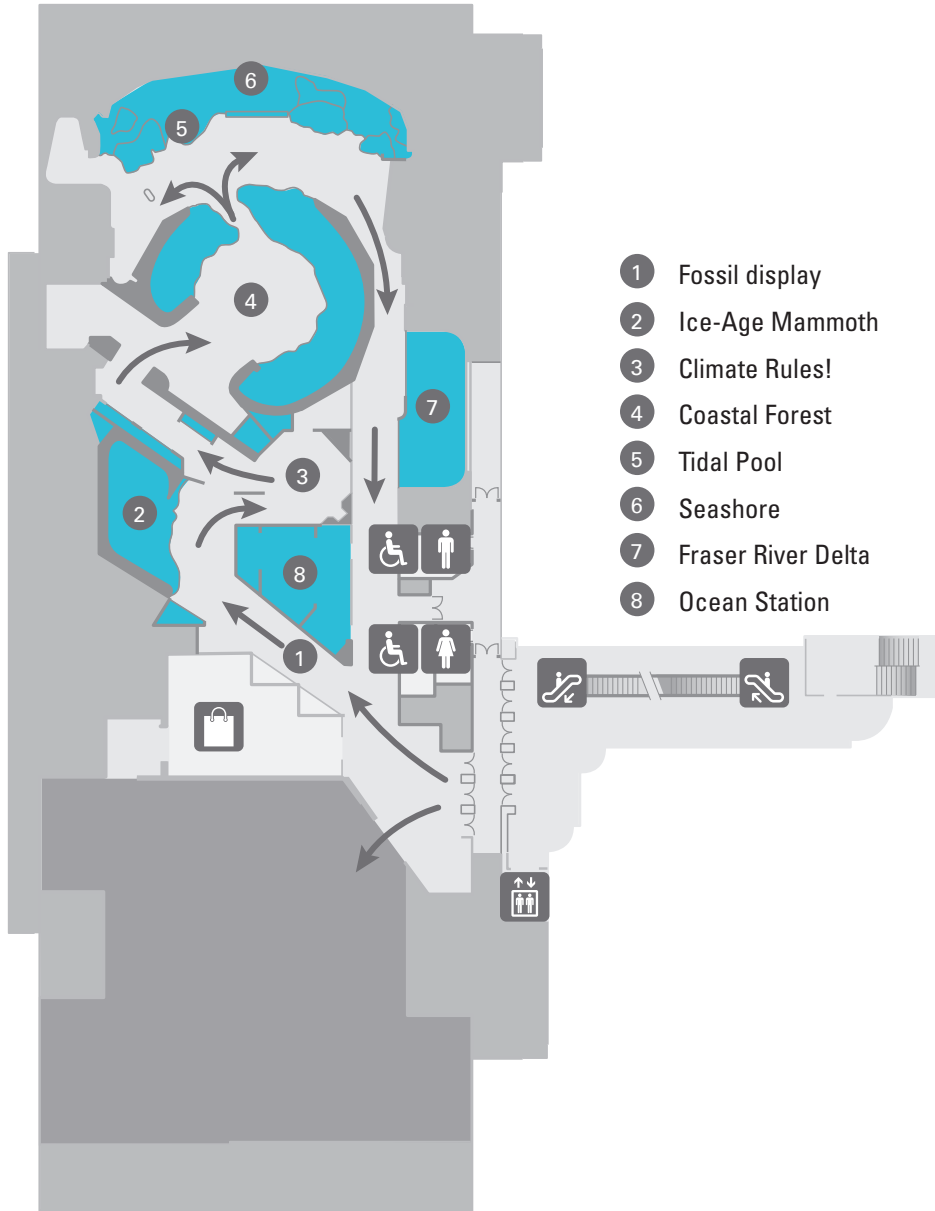
## After your visit

- Talk as a class about what students found out at the museum. Studies have shown that people who talk about an experience can recall more information about it later.
- Ask students if they had any questions about what they saw. Follow up by researching their questions to find out more.





## Natural History Gallery



# Natural History Gallery

## Fossil Discovery

Look at the fossils in the hallway leading up to the **Mammoth Display**

**Explain:**

“A fossil is the remains or imprint of a prehistoric plant or animal that is turned to stone over a long period of time.”

**Ask:**

“What fossils do you see around you?”

**Discuss:**

For each fossil the group points out discuss their observations

“What do you think this is?”

“What does the fossil remind you of?”

“Do you see something similar to this fossil living today?”

“What does the fossil tell us about the plant or animal?”

(Think about the fossil’s size, shape, sharpness of teeth – if it has teeth)




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## If a Mammoth was in our Class

Find the **Mammoth on display** in the Natural History Gallery

**Ask:**

“What if we had a mammoth at our school?”

Would it fit inside our classroom? What would it eat?”

“How do you compare to a mammoth?”

**Ask and let students estimate:**

- How many students high do you think the mammoth is? (pssst around 3!)
- How many students heavy does the mammoth weigh? (pssst 200 students!)
- How many students heavy are the mammoth’s tusks? (pssst 3 students)
- How many student lunches would a mammoth need to eat at lunchtime? (pssst 80)  
(based on a student who is 1.2 metres tall, and 27kg)




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## Rain Forest Sounds

Have the class or chaperone group make a circle in the **Forest Display**.

This domed room is designed to create a ‘whisper’ similar to what you would hear in a silent BC rain forest. Ask students to be quiet, and as a group, invite them to create the sounds of rain you would hear in the rainforest.

- Rubbing hands together
- Snapping fingers
- Patting knees
- Stomping feet



# Natural History Gallery

## Animals of BC!

Look around the **Forest, Soil, and Ocean Displays** in small groups with a chaperone.

**Ask:**

“If you could become any animal in here, which one would you choose to be?”

Have students look around and try to answer these three questions for the animal they have chosen:

“What would you eat?”

“Is there anything you would have to watch out for?”

“What part of the display would be your home?”

**Discuss:**

Have students show their group which animal they would be, and share their answers to the three questions asked.



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## Get Real

**Explain:**

“Not everything in the gallery is from nature! Museum Artists work hard to make objects and animals that look realistic, but some are actually made out of foam, wood, clay, fiberglass, and other materials.”

“Have a look around the Forest to find the Grizzly Bear and a Pink Salmon. One of these animals is stuffed, and the other is made by Museum Artists.”

**Ask:**

“Which one was once alive, and which one is made by Artists?”

“Why do you think some things in here are hand-made?”

(Hint: how would a wet fish smell?)

Explore the rest of the gallery. Try to find what was made by hand, and what came from nature.

**Discuss:**

“Are there more things from nature or are more things that are fake?”

“Do you think the Artists did a good job making the gallery look realistic?”

“What would you change?”





## Modern History Gallery



### Modern History Gallery

- 1 HMS Discovery
- 2 Train Station
- 3 Kitchen
- 4 Majestic Theatre
- 5 Century Hall

# Modern History Gallery

## Train Station: What would you take?

Find the **Train Station**, and wait for the train to come.

**Explain:**

"A long time ago, many people travelled to BC from other parts of the world. They came by boat, by train, by horse and by foot. Many were seeking a different life and fortune in a new land. Some had to leave everything behind except for what they could pack into a suitcase!

**Ask:**

"If you had to leave home and travel to a new place, what would be the three most important things you would pack into your suitcase? Why?"

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## Kitchen: Eye Spy

Find the **Kitchen**, up the stairs in **Old Town**.

**Explain:**

"100 years ago, a kitchen was the heart of the house. Many activities took place around the warmth of the stove."

**Ask:**

"What do you see that is the same as the kitchen where you live? What is different?"

Try to find these objects to help out with the daily chores in the kitchen:

- something to help you keep your clothes clean
  - a broom to sweep the floors
  - wood to start a fire
  - something to boil water
  - something to measure weight
  - a pump to collect water
  - an egg to help bake a pie
  - something to trap a mouse with (this one's tricky)
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## Majestic Theatre

Enter the **Majestic Theatre** and catch a silent film.

**Explain:**

"Even though films were silent, the audience was usually far from it! What other sounds do you think you would hear if you went to see a movie?"

"Let's pretend we are back in the olden days of a silent film. Cheer on the hero, hiss at the villain, and enjoy!"



# Modern History Gallery

## Century Hall: Display Case

Walk into the Century Hall Display

**Explain:**

“Everything in these cases was used by people in BC at one point in time. Objects can tell us things about children from the past; like what they wore, or what toys they played with!”

- Take a look and find your favorite object from the past.

**Ask:**

“Why did you choose this object?”

“How old do you think it is?”

“Who would have used it in the past?”

- Have students think about what they would put in a museum display to show how they live today. They can use the following activity sheet to draw what they would put in their museum case.



# Modern History Gallery

## My Museum Case

My Objects:

Name: \_\_\_\_\_ Date: \_\_\_\_\_





## First Peoples Gallery



### First Peoples Gallery

- 1 First Peoples Gallery
- 2 Kekuli (Pit House)
- 3 Ktunaxa Encampment Model (Upper Level)
- 4 Skedans Village Model
- 5 Kwakwaka'wakw Big House
- 6 Nisga'a, People of the Nass River

# First Peoples Gallery

## Communities of BC First Nations

### Explain:

"We are going to be looking at four different traditional homes and communities of First Nations cultures across BC. BC has many different landscapes. Some are wet and rainy, some are snowy, some are hot and dry, and all of them change during the winter and summer. First Nations communities became experts at living in different parts of BC. We will be looking at how they lived, and how their wants and needs were met in these different communities."

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## Kekuli or Pithouse

### Observe:

Take a few minutes to have students look and talk about what they see.

### Explain:

"This is a replica of a Pit House, or Kekuli. It was made smaller to fit inside the museum. A real pit house would be home for 15-30 people. The pit house was used by communities in the interior of BC during the wintertime. Some of the houses excavated show that there were two ways to get inside; a ladder (like the one you see) and a side entrance."



### Ask:

"What is the house made out of?"

"What was used to heat the house?"

"Where would you like to sleep?"

"Is there anything you see that reminds you of your own home? What is it?"

"Why do you think the ladder is so high up from the entrance?"

(hint: think about what is white and fluffy, and sometimes covers the ground in winter)

# First Peoples Gallery

## Ktunaxa Encampment Model

(Ktunaxa is pronounced “k-too-nah-ha” and was formerly called Kootenay)

### Observe:

Take a few minutes to have students look and talk about what they see.

### Explain:

“The Ktunaxa people come from the south eastern interior of BC. They lived in camps like these because they hunted big game animals, like bison, and needed to move around to always stay near the travelling herd. The tipis used for shelter could be easily set up and taken down. The tall poles of the tipi could also be used to make a ‘travois’ (like a trailer without wheels) that was loaded with belongings and pulled by a horse or dog.”

### Ask:

“Can you see these tipis being built? What do you think they are made out of?”

“Look for two things that could help the Ktunaxa people move their houses and belongings.”  
(hint: something to travel across rivers and lakes is sitting behind one of the front tipis)

“Do you see the horse rolling around? What do you think it is doing?”



# First Peoples Gallery

## Skedans Village Model (in the Totem Gallery)

### Observe:

Take a few minutes to have students look and talk about what they see.

### Explain:

"This model represents the Haida village of Skedans, (The Haida name for the village is q'una 'Innagaay). The houses are a bit different than the other two communities that we have seen so far."

### What differences or similarities do you notice to the other houses we've seen?

"The inside of these houses were dug down into the ground. The houses have a similar shape as boxes that are used to store important objects. In this case, the important thing that is being contained inside is 'family!'"

"You might see that some of these houses have no one living in them right now. Families did not always live in this location, but if they returned, they would stay in the same house that they had previously built."

"Try to find a group of people playing a game together. This game is called 'Lahal'. Two teams sit across from each other and try to win sticks by guessing where bones are in the other teams' hands. Drumming and singing with your team helps distract your opponents. Sometimes it took days to complete one game!!"

### Ask:

"How do you think this community travelled around?"

"Where do you think this community gathered food from? Why do you think that?"

### Try to find:

- someone collecting clams
- a place where fish are being dried
- people building a house
- a canoe being packed or unpacked (what do you think, is it arriving at the village or leaving the village?)



# First Peoples Gallery

## Kwakwaka'wakw Big House

### Observe:

Take a few minutes to have students look and talk about what they see.

### Explain:

"This is a real ceremonial house belonging to Chief Jonathan Hunt, of Fort Rupert. It was constructed using traditional tools and stands as a symbol of the continuing traditions of a culture. These houses would be shared by a large extended family."

**Do your grandma, grandpa, aunts, uncles, and cousins live with you in the same house? If not, what do you think it would be like if they did?**



### Look for these features inside the house:

**SPEAKER'S FIGURE:** (At right inside the front door) During a potlatch ceremony, someone stood behind this figure to welcome guests by name as they entered the house.

**MASKS:** The two masks on the floor represent a Supernatural Raven and Huxwhukw (a mythical bird). The closest to the front door is Huxwhukw. It has a slightly larger beak than the raven.

### Ask:

"Do you see the two house posts on either side of the dance screen? Are they exactly alike?"

"Can you find a drum?" (Hint: tap that log in front of the dance screen)

"Do you see two special seats? Who do you think would sit there?"

"Look up! Why do you think there is a hole in the roof?" (Hint: look directly below it)

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## First Nations Communities Today

Leave the Big House past the **Nisga'a display**. First Nations cultures are not just about the past, they are still here, and are an important part of BC. First Nations people play a significant role in all aspects of BC Society. Look at the wall, and list the types of jobs that you see people have in their communities.

