



## A LESSON PLAN TOOL KIT FOR GRADE 3 TEACHERS IN BRITISH COLUMBIA

Historically rich Fort Rodd Hill and Fisgard Lighthouse national historic sites and this tool kit bring your lessons to life! You may want to use all or some of the activities provided, depending on the needs of your class. Please see attachment #4 for specific curriculum connections for each activity.

SITE DESCRIPTION	LOCATION
<ul style="list-style-type: none"> <li>Fort Rodd Hill National Historic Site commemorates the national significance of the Victoria-Esquamalt coast artillery fortress in the defence of Victoria and the naval base at Esquamalt harbour as part of the larger defence strategy of the British Empire and Canada from 1878 to 1956.</li> <li>Fisgard Lighthouse National Historic Site commemorates the national significance of the first lighthouse on Canada's west coast. Fisgard has been an important symbol of sovereignty-British, Colonial and Canadian-since 1860.</li> </ul>	<ul style="list-style-type: none"> <li>Fort Rodd Hill and Fisgard Lighthouse national historic sites are located on the southern tip of Vancouver Island, in the Westshore area of Victoria.</li> <li>There is plenty of FREE parking and special drive-through bus stalls.</li> <li><b>Maps:</b> <a href="http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/visit/visit1.aspx">http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/visit/visit1.aspx</a></li> </ul>
<b>ENHANCE YOUR EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Escape to a historic retreat and stay overnight in our oTENTiks. The oTENTik tents, exclusive to Parks Canada, offer a unique blend of homey comfort and a taste of outdoor adventure. It's an opportunity for visitors to enjoy camping with the comfort of a bed, inside the fort, already set up and ready to go. Visit <a href="http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/activ/activ6.aspx">http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/activ/activ6.aspx</a> for more information on fees and bookings.</li> <li>Audio tours and GPS Explora programs are available in both English and French.</li> <li>Pick up a Parks Canada Xplorers booklet and participate in hands-on activities. <a href="http://www.pc.gc.ca/lhn-nhs/bc/fortroddhill/activ/activ3.aspx">http://www.pc.gc.ca/lhn-nhs/bc/fortroddhill/activ/activ3.aspx</a></li> <li>Check the site's website for upcoming special events. <a href="http://www.pc.gc.ca/lhn-nhs/bc/fortroddhill/activ/activ2014.aspx">http://www.pc.gc.ca/lhn-nhs/bc/fortroddhill/activ/activ2014.aspx</a></li> <li>Visit nearby Gulf Islands National Park Reserve. <a href="http://www.parksCanada.gc.ca/gulf">http://www.parksCanada.gc.ca/gulf</a></li> </ul>	
BEFORE YOU GO...	ACCESSIBILITY
<ul style="list-style-type: none"> <li>Please contact the site at <b>250-478-5849</b> to let them know when you plan on visiting.</li> <li>Visit <a href="http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/index.aspx">http://www.pc.gc.ca/eng/lhn-nhs/bc/fortroddhill/index.aspx</a> for hours of operation, upcoming activities and to book an oTENTik.</li> <li>For school groups the entrance fee is \$1.90 per student or chaperone.</li> <li>In the off-season after mid-October, there is no entrance fee during the week. Please note that there is no access to the inside of the lighthouse or some of the buildings during this time.</li> <li>Be sure to bring a lunch as there are no restaurants on site.</li> </ul>	<p>Wheelchair accessible washrooms are available on site. The sites are quite accessible considering the age of the buildings.</p> <p>Please contact the site for specific details:</p> <p>Telephone: <b>250-478-5849</b> Email: <a href="mailto:fort.rodd@pc.gc.ca">fort.rodd@pc.gc.ca</a></p>

## TEACHER TIPS

This tool kit includes activities that meet British Columbia curriculum requirements in Language Arts, Social Studies, Physical and Health Education and Arts Education.

Looking for a chance to volunteer? Help restore endangered Garry oak ecosystems by removing invasive plants that threaten them. Get More information [here](#).

Want to help solve the mystery of the vanishing lighthouse keepers? Follow this [link!](#)





## PRE-VISIT ACTIVITIES

### PREPARING YOUR STUDENTS FOR THEIR VISIT TO FISGARD LIGHTHOUSE -THE FIRST LIGHTHOUSE ON THE WEST COAST OF CANADA

#### ACTIVITY 1 IN THE CLASSROOM

##### IMAGINATIVE IMAGINATIONS

These activities can be done in the classroom before your arrival at the site and will help introduce students to Fisgard Lighthouse. First, teachers will choose an introduction activity to lead them into the Imaginative Activity.

**Materials (provided by teacher):** map of British Columbia, photographs of Fisgard Lighthouse, 19th century literature or book of choice involving lighthouses

##### POSSIBLE INTRODUCTION ACTIVITIES

- Find literature/images that involves the 19th century and read to your students to give them a better understanding of the past/lighthouses/war.  
For example: Lighthouse: A Story of Remembrance by Robert Munsch.
- Introduce students to Fisgard Lighthouse National Historic Site - the first lighthouse on the west coast of Canada; show images of the lighthouse to the students (images can be found by doing a Google image search).
- Show students a map of British Columbia – point to where they live, where Victoria is, where Fort Rodd Hill is and where Fisgard Lighthouse is to give them a sense of where it is located in comparison to where they live.

##### IMAGINATIVE ACTIVITY

1. Show your students images of Fisgard Lighthouse.
2. Have the students close their eyes, sit quietly, and imagine that they are near the lighthouse by the sea. Ask them to answer (non-verbally):
  - Can you smell the sea air?
  - Can you hear the seagulls?
  - What else is around you?
  - How do you feel? Do you feel happy? Sad? Relaxed?
3. After the students have had time to think and reflect on their own, discuss the students' answers as a class. Have each student participate and share at least one thing they saw or felt while they were imagining the place.
4. Ask the class if they have ever been to a lighthouse. Students may share their experiences with the class.

##### CONCLUSION

Tell the class that for almost 70 years, families lived at the lighthouse and that when they get to the site they will get to learn all about their lives!

## TEACHER TIPS

Fisgard Lighthouse is managed by Parks Canada and is a national historic site. **national historic sites** are places of national historic significance. Parks Canada manages 167 sites across the country.

Built in 1960, Fisgard Lighthouse was the first lighthouse on the west coast of Canada.

Fisgard Lighthouse was used as a symbol to tell incoming ships that they were entering British territory. It was both a warning to enemies and a welcome to friends.

Optional books to read with the class: Lighthouse Dog to the Rescue by Angeli Perrow and The Lighthouse Keepers Lunch by Ronda and David Armitage.



## ACTIVITY 2 IN THE CLASSROOM

### KNOW, WONDER, LEARNED (K-W-L)

**Materials:** chart paper, markers, KNOW-WONDER-LEARNED worksheet for each student (see ATTACHMENT #1)

**\*Note:** The LEARNED part of this activity will be done at a later date as a post-visit activity.

1. Teacher will create a chart with three columns on chart paper or on the board. The first column will be labeled "KNOW," the second "WONDER," and the third "LEARNED."
2. Students will be split into groups of three-four to complete this activity.
3. Hand out worksheets and pencils to groups/students.
4. Have students come up with a list of what they KNOW about the site in particular or lighthouses in general.
5. Have students come up with a same list of what they WONDER about the site in particular or lighthouses in general.

## ON-SITE ACTIVITIES

*These are activities that can be done once your group has arrived on the site. The activities are designed to be conducted when the buildings are either open or closed.*

### ACTIVITY 3 ON-SITE

#### LIFE IN THE LIGHTHOUSE

*This activity takes place at the lighthouse. The activity is designed to show students what daily life in the lighthouse might have been like. It can take place both inside and outside of the lighthouse. Use the site map to guide your exploration. After twenty minutes, gather outside of the lighthouse to have a class discussion.*

#### INTRODUCTION

You are now standing outside the oldest lighthouse on the west coast of Canada. Both the house and the tower are the original structures which means they have been standing here since they were built in 1860. That's over 150 years old!

In 1928 the lighthouse became automated, which means that it is able to turn on and off all by itself. Before that, it needed someone called a "light keeper" to turn it on and off and make sure it didn't break. Twelve different people looked after Figgard Lighthouse between 1860 and 1928, and many of the keepers lived and worked here with their families. The first was the Davies family, who came all the way from England in 1860. During this activity students will get a glimpse into what their life was like.

## TEACHER TIPS

In 1860, many ships came to Vancouver Island because people heard that they could find gold in British Columbia and they wanted to get rich. Lighthouses were built to guide their way to shore through the dark.

The lighthouse couldn't do all the work on its own, it needed a lighthouse keeper to turn the light on and off, and make sure everything was working.

There was no electricity, no dishwasher or washing machine and no hot water. All supplies had to be shipped in and the lighthouse keeper couldn't simply leave the island to pick something up.

The causeway (or road) to the lighthouse wasn't built until 1951. Lighthouse keepers and their families would have to row to and from the lighthouse.



## THINK-PAIR-SHARE

1. Have students think about the chores they currently do at home.
2. Then, have students pair up, share their ideas with a partner and answer the following questions:
  - What chores do you think children did at the lighthouse?  
For example: fish, cook.
  - What other daily activities might they have done? (games, play outside, row to Esquimalt) Would you enjoy doing these activities?
  - What activities/chores do you do that the lighthouse children didn't do?
  - Would it be easier/harder/the same to live back then? Explain why or why not.
  - Have students vote on whether they would prefer to live in the lighthouse in 1860 or in their homes today. Why?

## ACTIVITY 4 ON-SITE

### BEACH EXPLORATION / SCAVENGER HUNT

**Materials:** Pencils, clipboard (optional), Beach Exploration worksheet (see ATTACHMENT #2)

1. Students will go on a nature walk around Fisgard Lighthouse and the beach to take part in their daily physical activity and explore all that the surroundings of Fisgard Lighthouse have to offer.
2. Students will observe their surroundings to notice objects or materials that were used in the past (by sailors and/or lighthouse keepers).
3. Students will write down on the attached Beach Exploration/Scavenger Hunt worksheet the name of the object with a brief description of what it looks like and compare the objects and materials to those that are used today.

## ACTIVITY 5 ON-SITE

### A DAY IN THE LIFE OF A SAILOR: DRAMATIC PLAYS

Based on the information students know about the past and the significance of Fisgard Lighthouse, students will create their own short dramatic play without the use of a script or props.

1. Split the class into groups of three-four students.
2. Provide students with the first line/lead-in sentence: "It was a dark and stormy night..."

## TEACHER TIPS

Some examples of objects/ materials that students might see on the beach: anchor, row boat, buoy, sundial.

If you find objects that have floated in from the ocean, have a discussion with your students about why things wash-up on shore and what we can do to keep the beaches safe and clean.

Fort Rodd Hill has volunteers who help keep the beaches clean. They also work with community partners to participate in the "Great Canadian Shoreline Clean-up."



3. Assign each group of students one of the following perspectives:
  - 1) sailors looking for the lighthouse
  - 2) a family coming to Canada by steam ship
  - 3) a lighthouse keeper trying to guide sailors to shore
  - 4) a lighthouse keeper warning sailors that enemies are coming, and
  - 5) children helping their families to keep the lighthouse clean and safe (doing chores).
4. Give the students 10 minutes to collaborate with their group and come up with a short play (approximately two-three minutes long).
5. Each group will continue the story after the lead-in sentence using their assigned perspective and their group's ideas.
6. After students have collaborated and practiced their short play, they will present it to the class.

## POST-VISIT ACTIVITIES (IN THE CLASSROOM)

*These activities can be done after your visit to Fisgard Lighthouse and will help to reflect on your time there.*

### ACTIVITY 6 POST-VISIT

#### KNOW, WONDER, LEARNED (K-W-L)

**Materials:** KNOW, WONDER, LEARNED chart from the pre-visit activity (see ATTACHMENT #1)

1. Take a look at the original WONDER items the students came up with before their visit. Discuss with the class whether or not they found answers to the things they wondered about. Did they learn anything else?"
2. Have students write what they LEARNED in the last column of the chart and have a discussion about their experiences at Fisgard Lighthouse.

### ACTIVITY 7 POST-VISIT

#### SAME, BUT DIFFERENT

**Materials:** Same, But Different Worksheet (see ATTACHMENT #3)

*\*If you are currently teaching about First Nations peoples, you may wish to compare similarities and differences between them as well.*

1. Students will be given a chart with columns for similarities and differences between the sailors/lighthouse keepers at Fisgard Lighthouse and themselves.
2. Independently, students will fill in the column comparing similarities and differences between themselves and the lighthouse keepers. These can include, but are not limited to: what they eat, where they live, how they travel from place to place and what their jobs/chores are.
3. After students have completed the chart on their own, the class will come together for a discussion.

## TEACHER TIPS

Plays can take place on the drift logs or at the Welcome Circle (see map for exact locations).

Fisgard Lighthouse is on the traditional First Nations' Coast Salish land of the Songhees and Lekwungen.

The Fort Rodd Hill side of Esquimalt Harbour was considered a sacred site - the First Nations called it "Whyuwmilth", which means "forbidden".



## ATTACHMENT 1

### KNOW-WONDER-LEARNED (K-W-L)

KNOW	WONDER	LEARNED
<p><b>EXAMPLE:</b> Lighthouses help sailors on ships see in the dark.</p>	<p>How does the light work?</p>	



# ATTACHMENT 2

## BEACH EXPLORATION/SCAVENGER HUNT

Write down the name and a brief description of each object that you find.  
How is it similar to an object used today OR how is it different?

<b>OBJECT FOUND</b>	<b>SIMILARITIES TO PRESENT OBJECT</b>	<b>DIFFERENCES TO PRESENT OBJECT</b>
<p><b>EXAMPLE:</b> Fire pit</p>	<p>Used to cook food (salmon and other fish)</p>	<p>We can buy fire pits from the store today. In the past they had to create their own fire pits using rocks, wood and sticks.</p>



# ATTACHMENT 3

## SAME, BUT DIFFERENT

	<b>LIFE OF A STUDENT TODAY</b>	<b>LIGHTHOUSE KEEPER/SAILOR IN 1860</b>	<b>SIMILARITIES</b>
<b>FOOD</b>	<b>EXAMPLE:</b> Vegetables purchased from the grocery store	Vegetables from a garden	Many people still grow their own vegetables
<b>JOBS/WORK</b>			
<b>PLAY</b>			
<b>TRAVEL</b>			



# ATTACHMENT 4

## FORT RODD HILL AND FISGARD LIGHTHOUSE GRADE 3 CURRICULUM UNITS

### ACTIVITY 1: IMAGINATIVE IMAGINATIONS

#### Language Arts Curriculum

- Develop a variety of reading strategies and critical thinking skills to increase comprehension and construct meaning
  - Explore a rich variety of texts, including story, to deepen learning and develop a broader understanding of self, family, community, and the world
- .....

### ACTIVITY 2: KNOW, WONDER, LEARNED (K-W-L)

#### Social Studies Curriculum

- Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)
- .....

### ACTIVITY 3: LIFE IN THE LIGHTHOUSE

#### Social Studies Curriculum

- Explain how and why people, events, and places are significant
- .....

### ACTIVITY 4: BEACH EXPLORATION

#### Physical and Health Education Curriculum

##### Active Living

- Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice
  - Participate safely in a variety of activities by following rules and guidelines
- .....

### ACTIVITY 5: A DAY IN THE LIFE OF A SAILOR

#### Arts Education Curriculum

##### Communicating and Documenting

- Experience, document, perform, and share creative works in a variety of ways
- .....

### ACTIVITY 6: KNOW, WONDER, LEARNED (K-W-L)

#### Social Studies Curriculum

- Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)
- .....

### ACTIVITY 7: SAME, BUT DIFFERENT

#### Social Studies Curriculum

- Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)



# MAP

