Working on the Waterfront
Teacher’s Guide

Explore Britannia Shipyards fishing and boat building community and experience what life was like for workers from diverse cultural backgrounds. Students will discover through stories, hands on activities and maritime crafts how people brought their ideas and skills together to make innovative maritime products.

Recommended for Grades K – 3
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Dear Teachers,

I am writing to welcome you to Britannia Shipyards National Historic Site!

In anticipation of your upcoming field trip to Britannia I am forwarding you this Teacher’s Guide. The intention of the Teacher’s Guide is to provide general information for your field trip; to prepare you and your student’s for the visit; to support your social studies unit; and to enhance your students’ classroom learning. Please keep in mind that you are not required to have completed these activities prior to your visit. They are simply a suggestion and are meant only to support your social studies unit.

The Teacher’s Guide includes general information that will help you to organize your field trip. The Britannia Shipyards National Historic Site’s history page is included so that you can familiarize yourself with the site prior to your visit. You are welcome to come for a pre-site visit, but please call the Visitor Services Associate to make this arrangement. As well there are curriculum based pre and post visit lesson plans, and other activities. These lesson plans can be modified or adapted to fit into your social studies unit. Depending on your student’s focus you may want to identify specific tasks or observations for them to focus on while on their field trip. Additionally, a vocabulary list will help to familiarize your students with the language that will be used during the program. As a suggestion the vocabulary list can also be utilized as a spelling list for your class. Upon returning to the classroom you can use the post-visit lesson plans to continue and support their social studies unit.

If you have any further questions that are not covered in this Teacher’s Guide or if you would like to have your program customized to meet your social studies unit please call me. I look forward to meeting you and your class!

Sincerely,

Kimberly Baker  
Program Facilitator  
Britannia Shipyards National Historic Site  
Community Services Department  
City of Richmond  
(E) kbaker@richmond.ca  
(T) 604-718-6107
General Information:

Location
Britannia Shipyards National Historic Site
5180 Westwater Drive, Richmond, V7E 6P3
[east of Steveston Village along the Fraser River] South foot of Railway Ave.

Directions from Richmond: Follow Railway Avenue south until you come to a T junction. Turn right. Follow this road (Westwater Dr.) as it curves. The Shipyards will be on your right.

From outside Richmond:
From Highway 99, take the Steveston Highway exit (north end of George Massey Tunnel). Continue west on Steveston Highway. Turn left on Railway Avenue and follow signs to the Britannia Shipyards.

Program Time
Programs are 90 minutes and can accommodate a single class of a maximum of 30 students. Please confirm the day and time of your program a week before your scheduled visit.

Parking
Two free lots are available. A paved lot west of the Shipyards and a gravel lot to the east of the Shipyards.

Cost
$4.00 per student including tax. Please arrive 10 minutes before the start of your program to process payment. Cheques should be made payable to the City of Richmond. A receipt will be given to you upon payment or mailed within a week of your visit.

Preparing for your visit
Please arrange with the Visitor Services Associate if you would like to visit the site before the day of the field trip.

Supervision
We encourage a minimum ratio of 1 adult chaperone for every 5 students. Adults are encouraged to help supervise the group and participate in the program as needed. Adult chaperones do not need to pay.

Photographs
We may take photographs for promotional purposes and ask parents to sign a waiver in advance. Please advise the Program Facilitator if any students cannot have their photographs taken and make sure they are identifiable.

Cancellation Policy
Cancellations require two weeks’ notice for a full refund. We will charge 50% of the fee for cancellations made less than two weeks in advance and 100% of the fee for failure to attend the program without notice.

Contacts
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Program Facilitator
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Program Description

**Working on the Waterfront** is a 90-minute program that explores Britannia Shipyards fishing and boat building community and focuses on the innovative multi-ethnic work force that called Britannia home. A costumed heritage interpreter who represents Britannia’s Manager George Shorey or Dorothy Shorey the Manager’s wife, will greet and guide students through the workers homes, and the Seine Net Loft. Along the way the interpreter will tell stories and give student’s chores similar to the ones children did over one hundred years ago.

A highlight of this program is the newly renovated Seine Net Loft building. Students will delight in touring the *At the Helm* exhibit, a recreated ships wheel factory. Inside the building they will have an opportunity to view a net mending demonstration and practice their newly acquired net mending skills. Lastly, students will learn how to make their own fisherman knot bracelet to take home.

In conclusion the class will wrap up by identifying and discussing the BIG IDEAS in the Social Studies Curriculum.

Program Outline

- The class will be greeted by a costumed heritage interpreter and will be guided to the Chinese Bunkhouse. The ‘big ideas’ of home and community will be introduced through a 5 minute film and short discussion.

- Students are led on a tour of the workers’ houses, whereby they will discover how living conditions differed based on ethnicity.

- The Interpreter will assign chores to student groups, such as carrying water buckets, gathering fruit and delivering chicken feed.

- Students will visit the Seine Net Loft building and tour the *At the Helm* exhibit, which is a recreated ships wheel factory. Students will learn about the jobs workers did such as ships wheel production and net mending.

- Students will make their own fisherman knot bracelet to take home.

- The Interpreter will guide students in a wrap up discussion about the diverse cultures and the relationships that developed at the community of Britannia.
Learning Objectives

- Tour of Workers Houses curriculum Connections understand that different cultures made up the community around Britannia, Steveston and the Richmond area.

- To appreciate the historic way in which various groups lived at Britannia.

- To understand that individuals within these cultural groups established strong ties within the greater community.

- To recognize that individual relationships in a community can transcend boundaries of culture, class and gender.

- To appreciate the contributions that immigrants made to the development of Steveston and Richmond.

Curriculum Connections - Big Ideas

This program meets the new BC Ministry of Education Social Studies curriculum goals for Kindergarten, Grades One, Two and Three.

BIG IDEAS

- Understanding our personal identity helps us appreciate how others see their identity.

- Communities are made up of individuals from diverse cultural backgrounds and traditions.

- The past can be viewed through the stories of significant people, places, events and objects.

- Individuals and families must make choices about how to use their limited resources to meet their needs and wants.

- Individuals take on different roles and responsibilities within their communities and groups.

- The local environment effects how a community meets its needs and wants.

- Changes over time can be viewed from different perspectives.
Historical Information

The islands of the Fraser River delta are the traditional Coast Salish territory of the Musqueam people. For over 4,000 years the Musqueam traveled to these marshlands by canoe to hunt for deer and elk, fish and collect berries. Afterwards many would return to nearby permanent villages. However, approximately 1,500 people stayed year round in encampments at Garry Point. During the summer fishing season these numbers would increase to the thousands.

In the early 1800s people from around the world began to arrive in this area. These newly arrived immigrants came from Europe and the British Isles (Scotland, Ireland, Wales and England), Eastern Canada, Japan and China. When they arrived, they would have been greeted by the Musqueam. Many people from Europe and Eastern Canada settled as farmers on the banks of the Fraser River. The land was difficult to grow crops because it was very boggy, so they had to clear, drain and dyke the land before they could build their farms.

Alongside the farms, fishing industries were established with 49 canneries being built along the Fraser River. Many Chinese single men were contracted by a Chinese Contractor to come from Southern China and other parts of B.C. and the United States of America to British Columbia to work in the canneries. The Chinese Contractor arranged their transportation and was responsible for hiring, disciplining, housing and feeding these men during their employment with the cannery. In return he would charge each worker an employment fee, accommodation and food. Additionally, the Chinese men who had been employed building the railway looked for work in the canneries when the railway was finished.

Japanese men came to work in Steveston mainly as fishermen and boatbuilders. Many of the women who arrived later worked in the canneries or in farmer’s fields picking vegetables. The Japanese formed a significant part of the early population of Steveston.

Steveston became the centre of the fishing industry and was known around the world for its canned salmon. There were 15 canneries along the Steveston waterfront and Britannia Cannery was one of them. The Anglo British Columbia (ABC) Company bought the newly constructed Britannia Cannery in 1892. Bell Irving family built Britannia between the years of 1889 and 1890. Each of the canneries employed approximately 200 people from various ethnicities such as First Nations, Chinese, Japanese and European decent. These employees lived in company housing during the busy fishing season. However, the fishing industry changed dramatically in 1912 -1913 when railway construction along the Fraser River around Hell’s Gate caused rockslides. Unfortunately the slides prevented salmon from reaching their spawning grounds. These slides were catastrophic, as millions of salmon died without spawning. By 1917 salmon in the Fraser River were scarce compared to the abundance of just 5 years earlier. Many of the canneries in Steveston and along the Fraser River closed down. Although Britannia Cannery closed its doors, it survived by converting to a shipyard. In 1918, Britannia Shipyard opened to service the Anglo British Columbia Packing Company’s remaining fishing fleet. Britannia remained operational until 1979.

Today Britannia Shipyards National Historic Site of Canada highlights the living conditions of the people who lived and worked at Britannia through exhibits, education and public programs as a way of preserving and enacting West Coast maritime heritage.

http://www.richmond.ca/discover/about/history.htm
PRIMARY LESSON PLAN ONE: “TELL ME YOUR STORY”
GRADES: K-3

Big Idea: Understanding our personal identity helps us appreciate how others see their identity.

Rationale:

- The purpose of this lesson is to introduce primary teachers to the idea of integrating local cultures into the Social Studies curriculum in a comfortable and relevant way.
- The “Tell Me a Story” activity will introduce students to the concept that every individual has their own personal story, history and personal preferences.
- The “Let’s Make a Story Together” activity will introduce students to the concept of bringing individual stories together in order to tell a larger story of how individuals can influence one another.

Materials:

YouTube video book to watch, retrieved from: http://www.youtube.com/watch?v=ZuMle76Li9E

Vocabulary:

Story - a factual or fictional account of an event or series of events

Individual - a specific person, distinct from others in a group

History - the past events of a period in time or in the life or development of a people, an institution, or a place

Lesson:

1. YouTube video book to watch “Tell Me Your Story” retrieved from: http://www.youtube.com/watch?v=ZuMle76Li9E
   - Ask students to pay special attention to the questions asked in the video.

2. Class Discussion: Guiding Questions after viewing “Tell Me Your Story”:
   a) Has anyone ever thought of their life as a story?
   b) Is your personal story different than other people’s stories?
   c) Would everyone’s stories in this class be the same or different from each another?
   d) Would there be some parts of their stories that might be the same?
Let’s find out more about each other. In student partners I would like you to ask questions about each other. Here are the questions: Write on the board or provide a handout.

**Activity One: Tell Me Your Story**

- What is your history?
- Where were you born?
- What is your language?
- Do you like music?
- What do you like to eat?

3. Bring the students back together in a large group. Now that you have learned more about your classmates story now you will create a new story together. The questions you should ask each other are:

**Activity Two: Each student takes turns to ask their partner**

- What do we have in common?
- What is different?
- What would we like to do together?

Ask students draw an illustrated story of an activity that they and their partner would like to do together. Instruct the students to explain or write what the drawings are about.

**Assessment /Evaluation:**

1. Have the students taken part in the discussion with interest?
2. Have the students understood the concept of a personal story?
3. Have the students been able to compare the commonalities and differences between their own personal story and that of their classmates?
4. Can the students accurately summarize the main ideas of their new story?
5. Did the student take part in a respectful discussion?
6. Did the students push ahead with further probing questions and discussion?
   *Challenged students who are unable to write explanations should verbally communicate what their drawings are about.

**Extensions:** Field trip to Britannia Shipyards National Historic Site to provide students with the opportunity to see how individuals working and living on site had different personal stories.
LESSON PLAN TWO: “WHAT IS A COMMUNITY?”
GRADES: K-3

**Big Idea:** Communities are made up of individuals from diverse cultural backgrounds and traditions.

**Rationale:**
- The purpose of this lesson is to introduce primary teachers to the idea of community into the Social Studies curriculum in a comfortable and relevant way.
- The “What is a Community” activity 1 and 2 will introduce students to the concept that communities are made up of individuals and groups from diverse cultural backgrounds and traditions.
- The “Mapping Your Community” activity will introduce students to the concept of bringing individual stories together in order to tell a larger story of how individuals can influence one another.

**Materials:**
YouTube video book to watch, retrieved from: Sesame Street: Places in Your Neighbourhood
http://www.youtube.com/watch?v=YA45UBu5cJM

**Vocabulary:**

- **Neighbourhood** - the immediate environment; surroundings; vicinity
- **Community** - the people who live in an area; a group of people who are the same in some way; a group of people who live together in the same place.
- **Culture** - a group of people’s behaviour, habits, beliefs, expressions, artifacts and signs that a community or society creates to adapt to its physical and social environment.
- **Traditions** - a very old custom, belief or story. An activity that happens regularly and has become a usual practice.

**Activity One: Class Discussion**

*Can anyone tell me what a community is?*
- Possible answer: a group of people who live in the same area (such as a city, town, or neighbourhood)

*Communities are made up of individuals from diverse cultural backgrounds and traditions.*
What is a cultural background?
- Possible answer: Where you are from, what language you speak, what traditions you practice.

What is a tradition?
- Possible answer: A very old custom, belief or story; an activity that happens regularly and has become the usual thing.

Activity Two: Take a walk around the neighbourhood of your school. Identify community buildings, such as religious churches, temples and community centers etc. Identify people who work in the neighbourhood.

Activity Three: Ask students to draw a map of what their community looks like to them.
INTERMEDIATE LESSON PLAN: “PERSONAL IDENTITY”
GRDES: K - 3

Thumbprint Art Instructions:

1. Using an ink pad have students make a print of their thumb in the center of a white page.

2. Enlarge this thumb print on a photocopier to match the approximate size of a face.

3. Place a thin sheet of (copy) paper over the photocopied enlargement of the thumb print and secure it in place with tape or paperclips.

4. Starting anywhere and using a black ink pen students use their natural/everyday handwriting to compose a text about themselves following the contour lines of their thumb print as a guide.

5. The final result combines their text, handwriting, and finger print to form a self portrait.
INTERMEDIATE LESSON PLAN: “HOUSING ASSIGNMENT”
GRADES: K-3

1. Gather the students in a large group. Divide a large chart paper in two columns. In the first column ask the students to describe the workers homes that they saw at Britannia, such as the Manager’s House, Men’s Bunkhouse, Point House, Chinese Bunkhouse and the Murakami House. Write a list of their descriptions. Next ask the students to describe their homes and write down their descriptions. Then ask the students to compare the lists. Discuss and consider the similarities and differences in the lifestyles of the people that lived at Britannia over a hundred years ago, compared to how your families live today.

2. Distribute an 8.5” x 11” piece of paper to each student. Ask them to fold it in half. Ask the students to draw a picture of one of the houses at Britannia and on the second half a picture of their family home.
JOBS AT BRITANNIA CANNERY AND SHIYARDS

Boat Pullers: One person was needed to row the skiff. $2.00 for a 12 hour day.

Blacksmith: A metalsmith who creates objects by forging the metal, using tools to hammer, bend, and cut.

Bookkeeper: Keeps account books or systematic records of money transactions.

Carpenter: A skilled worker who makes, finishes, and repairs wooden objects.

Canning Process: The process included making cans, gutting and cutting fish, filling cans, soldering lids and vents, testing seals, varnishing and labeling cans. A normal work day was 10 hours with a half hour off for lunch. During the sockeye salmon season they would work 15 – 18 hours per day.

Chinese Contractor: Was responsible for hiring, disciplining, housing and feeding single Chinese men who worked in the cannery. He charged each worker an employment fee, accommodation and food.

Engine Mechanic: A person who would diagnose, service, adjust, overhaul and maintain and test engines and related equipment

Fisherman: A worker who went out on a skiff and caught fish. Before 1893 the canneries hired First Nations men as fisherman. They were provided skiffs and nets provided by the company. First Nations men were paid from $2.25 to $2.50 for a 12 hour day.

Foreman: A person who supervises other workers often in the trade industry.

Machinist: A person who uses tools to change metal parts on a machine.

Manager: A person who directs or manages an organization, industry, and shop.

Net Boss: A person employed by the cannery and is responsible for making sure all the nets are repaired.

Net Makers: Women who made the fishing nets. The Net Boss provided them with a small quantity of linen twine to make fishing nets. When the women completed the net they would be paid and given another supply of twine.

Shipwrights: A person who builds and launches wooden vessels or does carpentry work in connection with the building and launching of vessels.
VOCABULARY LIST
COMMUNITY AND IDENTITY: GRADES K-3

Have your students come up with their own definitions for the following words as a class. This will help to build a sense of community within your classroom. You can use the following definitions as a guide.

**Bunkhouse:** A building where a group of workers sleep.

**Community:** The people who live in an area; a group of people who are the same in some way; a group of people who live together in the same place.

**Culture:** A society that has its own set of ideas, beliefs and ways of behaving.

**Diverse:** Very different from each other; including people from many different cultures.

**Environment:** The place where people live and work, including all the physical conditions that affect them; the natural world including the land, water air (etc.).

**Identity:** The distinct personality of an individual; qualities that make someone who they are; different from other people.

**Perspective:** A way of thinking about something; a sensible way of judging how good, bad, important something is in comparison with other things.

**Resource:** Something that you can use to help you achieve something, especially in your work or study; things that exist in nature (trees, fish, etc.) money, workers or equipment that can be used to help a business.

**Seine Net Loft:** A building where nets are stored and repaired.

**Shipyard:** A place where ships are built or repaired; a business that deals with building and repairing ships.

**Tradition:** A very old custom, belief or story; an activity that happens regularly and has become the usual thing.
City of Richmond
Videotape & Photograph Waiver / Release

The City of Richmond (City) asks for your permission to take videotape footage and/or one or more photographs of you and/or your child and to use, reproduce, and release to others such videotape footage and photographs. By signing this Videotape & Photograph Waiver / Release you are agreeing to this on the terms set out in this document.

I, (please print name), agree to permit the City to take videotape footage and one/or or more photographs of me and/or my child and to use, reproduce and release to others such images, whether in video, photographic, digital, electronic or other form without payment or other compensation to me or my child, for any City purposes. Such purposes may include using them in City videos, publications, posters, its Internet website or other media, for promotional, social, recreational, cultural, educational, research, commercial, good will and archival purposes. The City may also provide this videotape footage and photographs to a third party providing a service for the City for use in connection with providing that service. I understand that my image or that of my child could possibly be seen worldwide. I agree not to sue the City or its employees, officials, officers, volunteers, representatives, agents or contractors, or bring claims or demands of any nature against any of them in connection with any matters referred to in this Videotape & Photograph Waiver / Release including, without limitation, the use, reproduction or release of my image or that of my child.

I also agree to the inclusion of my name, and/or my child's name in connection to any of the matters referred to herein: [ ] Yes [ ] No

Personal contact information will be treated as confidential, subject to any statutory requirements or lawful orders or directives, unless you consent in writing to a further request for its release.

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<tr>
<th>Participant’s / Child’s Name</th>
<th>Age of Participant / Child</th>
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(For City of Richmond Office Use Only)

Activity/Event & Location: ________________________________

Video Description (of person): ________________

Photographer: ___________ Phone Number: ___________

Gallery name in Corp Comm Zenfolio: ____________________________
Parent Driver Directions

Dear Parents,

I would like to thank you for your support in driving the students to Britannia Shipyards National Historic Site for their upcoming field trip. Please arrive 15 minutes prior to the start time of the school program. The Program Facilitator will meet the class at the Murchison’s Visitor Center (red building). Please read the driving instructions listed below.

Location
Britannia Shipyards National Historic Site
5180 Westwater Drive, Richmond, BC, V7E 6P3
[east of Steveston Village along the Fraser River]

Directions from Richmond: Follow Railway Avenue south until you come to a T junction. Turn right. Follow this road (Westwater Dr.) as it curves. The Shipyards will be on your right.

From outside Richmond: From Highway 99, take the Steveston Highway exit (north end of George Massey Tunnel). Continue west on Steveston Highway. Turn left on Railway Avenue and follow signs to the Britannia Shipyard.

Parking
Two free lots are available. A paved lot west of the Shipyard and a gravel lot to the east of the Shipyard.