

The Changing Faces of Tourism in British Columbia

Concept(s) Historical Significance, Continuity and Change, Historical Perspectives, Cause and Consequence

Prepared for Grade(s) 5, 6, 7, 8, 9, 10, 11, 12

Province BC

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Time Period(s) 1800-1900, 1900-present

Time allotment Two to three classes (60 minute classes)

Brief Description of the Task

In this lesson, students will begin by comparing a contemporary photograph of Emerald Lake with the image in the January panel of the British Columbia 150 Years Calendar by Historica and inferring the explicit and implicit messages revealed about British Columbia then and now. After being introduced to the concepts of continuity and change, students will examine present day tourism brochures and magazines to determine what is being promoted by the images and text. Finally, they will rate the extent to which tourism has changed and/or remained the same over time by examining photographs from the railways and brochures and posters from the late 1800s.

Required Knowledge & Skills

Background:

British Columbia's natural diversity, spectacular scenery and abundant natural resources have created both challenges and opportunities for exploration and development. Sir William Van Horne, president of the Canadian Pacific Railway from 1888-1899, saw the railway as a vehicle for creating transportation to, and communication with, the West. He hired William McFarlane Notman to take photographs documenting and promoting the building of the railway. His scenic mountain views were sold in hotels, stationary stores, and railway depots across Canada, much the same way postcards are sold today. They were an early form of tourism advertisements, encouraging tourists to journey to BC to experience the splendors and rugged terrain of the province. Today, the province continues to entice tourists from around the world to experience "Super, Natural British Columbia." The growing demand for recreation and tourism development, however, is placing unique stresses on wildlife and the environment.

Recommended Resources:

Seixas, P. and P. Clarke, Ed., (2006). Tools for Historical Understanding: Teaching about Historical Thinking. Vancouver, BC: The Critical Thinking Consortium.

Required Materials:

– Picture of Emerald Lake in the January panel of the British Columbia 150 Years Calendar by Historica.

- Picture of Emerald Lake (present day).
- Present day tourism brochures or magazines (on-line or print).
- Historical tourism photographs and brochures.

Detailed Instructions

Lesson Preparation

1. Download and print a contemporary photograph of Emerald Lake:

[Emerald Lake Photo](#) (This image shows the same viewpoint shown in the 1889 photograph.)

2. Gather tourism brochures promoting your community, region or the province. Alternatively, print and laminate coloured images (minimum one per student) showing a variety of recreational activities (e.g., boating, golf, hiking, horseback riding, hunting and fishing, swimming, winter sports), hotels and resorts, and scenery from the following websites:

- [Travel BC](#)
- [Hello BC](#) (link to your region);
- [British Columbia](#) (see Photo Gallery).

Lesson Sequence

1. Invite students to examine the image of Emerald Lake and explain to a partner what they see (e.g., Who is in the photograph? What are they doing? What is in the foreground? Background? Why was it taken?). Discuss the explicit and implicit messages revealed by the image. For example, BC is a great destination for fishing (explicit). And, BC is a place rich in opportunities for adventure yet suitable for a quiet, relaxing and private fishing expedition (implicit). Ask students to predict changes they might expect to see if the photograph were taken today.

2. Present the contemporary image. Direct students to observe, then share, the similarities and differences between the two. What surprised them? Encourage them to speculate why things changed or didn't.

3. Write the following adage on the board: "The more things change, the more they stay the same." Use this statement and the photographs to point out key aspects of continuity and change, including:

- the concepts are interrelated; the processes of change are usually continuous, not a series of isolated events;
- some aspects of life change more quickly in some periods than others;
- progress and decline help us evaluate change over time; change does not always mean progress.

4. Suggest that BC is among the best places on earth to live and visit and that in the last 25 years it has gained international travel and tourism status; being promoted among other things as "beautiful," "super," "natural" and a "land of new horizons."

Inform students that they will explore the continuity and changes in BC's tourism industry as they answer the question: Has BC always been "Super, Natural?"

5. Invite students to bring in local, regional or provincial tourism brochures. Alternatively, distribute the laminated images prepared ahead of time or direct students to the websites listed above to conduct their own on-line research. Ask students to work individually or in pairs to record data for each the following aspects in the "Now" column of their worksheet:

- activities (e.g., biking, hiking);
- natural phenomena (e.g., rivers, lakes);
- descriptive words (e.g., spectacular scenery, abundant wildlife);
- target audience (e.g., gender, age);
- theme (e.g., relaxation, adventure).

Discuss the collective findings as a class and note commonalities. Ask students to draw inferences about what these commonalities (both explicitly and implicitly) reveal about British Columbia (and the identity of its people). Encourage them to use their data as evidence to support their thinking.

6. Provide a brief historical overview of the following:

- origins of the 1889 photograph as described in the caption;
- images of the building of the CPR (see the Vancouver Public Library's CPR Gallery: [Canadian Pacific Railway](#) or the CPR's Truly Canadian Heritage Photos: [CPR Heritage](#))
- the work of William McFarlane Notman. See two videos from the McCord Museum's on-line gallery The Photographic Studio of William Notman: A Unique Photographic Journey and Like Father, Like Son: William McFarlane Notman: [Mccord Museum](#)

As you explore the images, focus students' attention on the 5 W's of the images and invite them again to speculate about the explicit and implicit messages about BC and its people revealed by the images.

7. Direct students to explore on-line tourism brochures and images from the CPR On-line Archives [CPR Archives](#), including:

- Tourism and Recreation photos in the Image Gallery;
- Canadiana and Tourism brochures (e.g., boating, golf, hiking and riding, hotels and resorts, hunting and fishing, scenic, swimming, winter sports) in the Graphic Arts Gallery.

Ask them to complete the "Then" column on the worksheet, then to rate the degree of continuity and change for each aspect providing relevant evidence to justify their rating.

Outcomes

Prescribed Learning Outcomes: Social Studies 10

Skills and Process of Social Studies

- Apply critical thinking skills, including: comparing, questioning, summarizing, drawing conclusions, defending a position.
- Demonstrate effective research skills, including: accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources.
- Demonstrate effective written, oral and graphic communication skills, individually and collaboratively.

Governance

- Analyze political, economic, social, and geographical factors that led to Confederation and to the development of Canada's provinces and territories.

Environment

- Analyze how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914.
- Evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management.