



Teacher's Activity Package

Celebrating Our Capital Since 1956



PROVINCIAL CAPITAL COMMISSION

2006, British Columbia Provincial Capital Commission

The Teacher's Activity Package and accompanying web site was created for the British Columbia Provincial Capital Commission by Open School BC. The web site, Victoria Capital of British Columbia can be found at: <http://www.bcpcc.com/Outreach/SS4-5/>

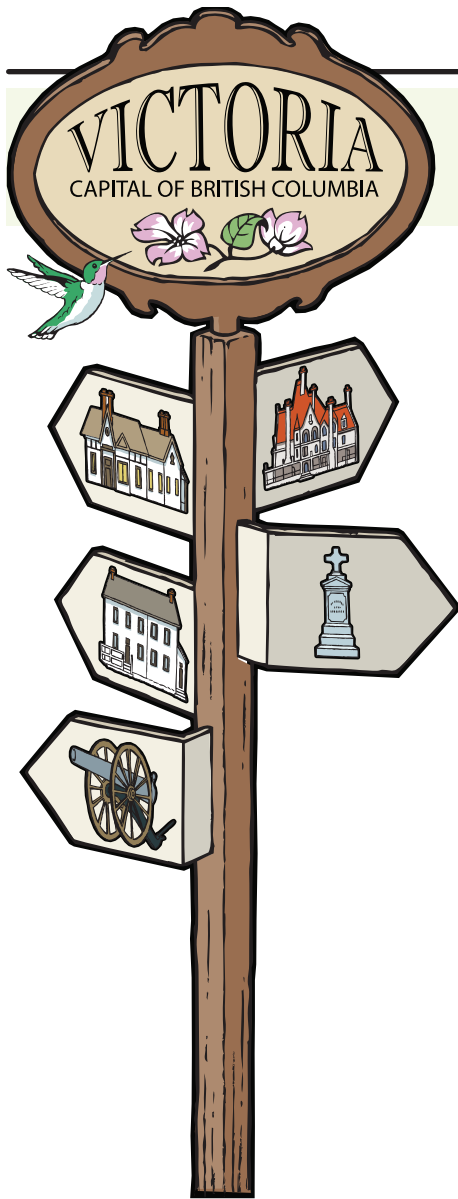
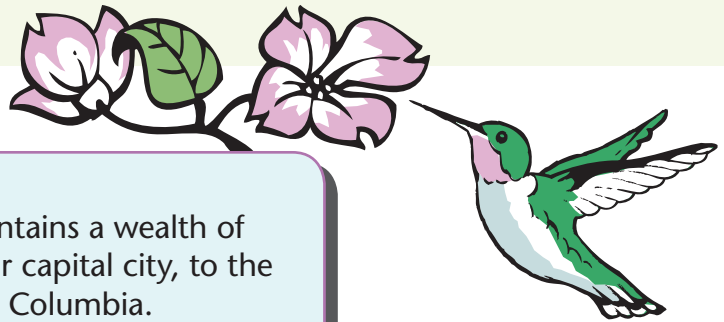


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What's in This Package?



This Teacher's Activity Package contains a wealth of activities that connect Victoria, our capital city, to the Grades 4 and 5 curricula in British Columbia.

Subject areas covered in this package include:

- Social Studies
- Language Arts
- Science
- Mathematics
- Art
- Drama

This package is designed to be used with the Victoria, Capital of British Columbia, Canada web site:
<http://www.bcpcc.com/Outreach/SS4-5/>

This web site provides students with information on some of the key personalities and places in Victoria's past and present, such as Sir James Douglas and the BC Parliament Buildings. Be sure you familiarize yourself thoroughly with the web site.



Activity 1: Paint Like Emily Carr

Subjects: Art, Language Arts

Emily Carr is one of Canada's most beloved artists. Her paintings of Native villages, coastal scenes, and west coast rain forests have captivated audiences for decades.



- Individually or in small groups, have students look through books and web sites that show Emily Carr's paintings. Ask students what they notice about Carr's style, including her subjects (e.g., totem poles, forests), use of colours, etc. Record students' observations on chart paper and post this in the classroom.
- Arrange a visit to your local art gallery if there are some of Carr's works there.
- Show the class the NFB film "I can make art like Emily Carr."
Available online at:
<http://www.nfb.ca/trouverunfilm/fichefilm.php?lg=en&id=53227&v=h>
- Have students paint scenes of their own, replicating Carr's style. Students could also include a written entry describing their paintings and explaining the similarities to Emily Carr's work.

Activity 2:

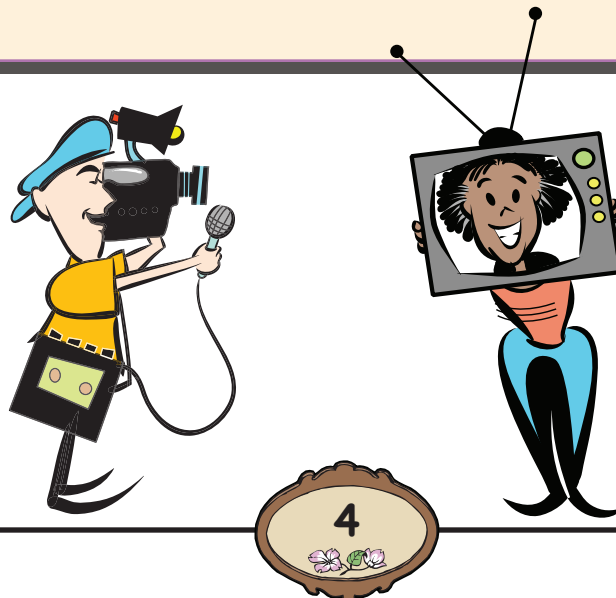
Write and Host a Talk Show

Subjects: Social Studies, Language Arts

- Arrange students in groups of three or four. Have each group choose three historical figures from the web site (e.g., Francis Rattenbury, Matthew Begbie, James Douglas, Amelia Douglas, Emily Carr) and write five questions they have about each person. Have students research the answers to these questions on the Internet (starting with our web site) and in other sources.
- Each group is to present what it has learned in a talk show format. One student is to be the talk show host asking the questions, the other students are to be the historical figures (special guests) answering the questions.
- Students need to:
 - Draft the talk show questions
 - Choose a name for their show (perhaps theme music as well)
 - Rehearse their show
 - Collect and / or make appropriate props and costumes
 - Present the talk show
 - Answer questions from the “studio audience”
 - Receive feedback from their peers

Extension:

- Have students write commercials for the intermission, advertising products and services that would have been appropriate to the time and situation.



Activity 3: Write a Biography

Subjects: Social Studies, Language Arts

A biography is an account of someone else's life. It includes the person's background, personality, character, experiences, activities, and achievements.



- Share examples of biographies with your students.
- As a class, brainstorm characteristics of biographies. Record student ideas on chart paper for easy reference.
- Have students choose a person they have learned about on the web site, or another personality from Victoria's history, such as Billy Barker, John Helmcken (Fort Victoria's doctor), or Amelia Douglas (James Douglas's wife).
- Have students fill in **Blackline Master 1: Biography** with the information they find about their chosen character.
- When all the information is recorded, have students write a biography of this person.
- Another option is to have students complete a job application form for their chosen person. For example, it could be James Douglas applying for the job of governor of the colony of British Columbia, or Francis Rattenbury applying for the job to design the new Parliament Buildings. Have students fill out **Blackline Master 2: Job Application Form** with the appropriate information.

Extension:

- Students could present their historical figure to the class to showcase what they have learned. They could dress up as the figure and answer questions from fellow students.

Activity 4: Read a Book

Subjects: Social Studies, Language Arts

- As a class, brainstorm the characteristics of fiction books and non-fiction books. Ask your students to provide examples of each genre.
- Have your students read a fiction or non-fiction book about a person or event connected with Victoria's past or present.

Examples include:

Fiction

Discovering Emily and Emily's Dream by Jacqueline Pearce
(Fictional accounts of Emily Carr's youth)

The Emperor's Pendant: An Autumn Jade Mystery by Steve Whan
(A mystery set in Victoria's Chinatown)

White Jade Tiger by Julie Lawson
(Time travel adventure set in Victoria's Chinatown)

Olden Days Locket by Penny Chamberlain
(A mystery set at Victoria's Point Ellice House)

Non-fiction

Matthew Baillie Begbie by David Ricardo Williams

James Douglas by Alison Gardner

Old Square-Toes and His Lady: The Life and Times of James and Amelia Douglas
by John Adams

Gold Rush by Rosemary Neering

Cariboo Gold Rush by Heritage House Publishing Company

Book of Small by Emily Carr

- Have students explain what they have read. This can be done in many ways. They could, for example:
 - Write a book report using their report on **Blackline Master 3: Book Report: Fiction** or **Blackline Master 4: Book Report: Non-Fiction**
 - Write a set of five personal responses as they read the book
 - Discuss the book with others in a small group format
 - Compare / contrast books with others

Activity 5: Write a Ghost Story



Subjects: Social Studies, Language Arts

Victoria is considered one of Canada's most haunted cities.

- Brainstorm the characteristics of a ghost story. Generate a list of examples on chart paper.
- Read a few ghost stories to the class. Two great sources are:

Favourite Ghost stories from the Old Cemeteries Society of Victoria by Danda Humphreys

Ghosts and Legends of Bastion Square
by John Adams

- Check <http://www.creepy.tv/index.html> for additional ideas.
- Have students go through the web site and choose one person and one place they have learned about (e.g., James Douglas at Fort Victoria, Matthew Baillie Begbie at the Maritime Museum). Have students write a ghost story including details about that person and place. Allow for different formats, such as a picture book, a graphic novel, or text only. Some students may even want to do an audio recording of their stories, complete with spooky music, creaky doors, narration, etc.

Alternate activity:

- As a variation, you could have students write stories in other genres such as mystery, or adventure, or create a graphic novel using the people and places in the web site.

Activity 6:

Write a Series of Diary Entries

Subjects: Social Studies, Language Arts, Science

- Have students write a series of five first person diary entries of a person who lived at one of the locations profiled on the web site (e.g., Fort Victoria, Chinatown, Point Ellice House).
- In their entries students should describe who they are, what they do/how they spend their time, what things are happening around them, etc. These entries should take place over a period of time. Encourage students to make their entries as realistic as possible.
- These entries should provide the reader with a clear snapshot of what life was like at this location at the time.
- To add a science element to the activity, have students research the flora and fauna of the area and add the information to their diaries.



Activity 7:

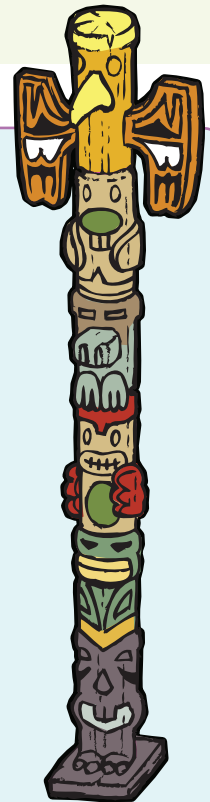
Design a Totem Pole

Subjects: Social Studies, Art

- As a class, discuss the significance of totem poles to the Coastal First Nations. Totems symbolized where a person stood within the family and clan. Often there is also a relation to a mythical ancestor such as wolves or eagles.
- Have students read through the Thunderbird Park web site <http://www.royalbcmuseum.bc.ca/exhibits/tbird-park/index.html> to find out more information and see examples of different totem poles. In the “Early Park” section, have them click on the images of the totem poles. There is slider that can be dragged up and down for photographs and explanations of each of the symbols on the different totem poles. Students can make notes about what they have learned or make sketches.
- After they have completed their research, have students design their own totem poles. Allow students to choose symbols (animals, figures, etc.) that are important to them, even if they aren’t traditional for totem poles.
- Students can present their totem pole in a variety of ways:
 - Drawing
 - Painting
 - Collage
 - Papier maché
- Have your students write a short explanation to accompany their totem poles. Students are to explain why they chose their particular symbols.

Other resources:

- *Looking at Totem Poles* by Hilary Stewart
- <http://www.royalbcmuseum.bc.ca/programs/kidspage/pdf/thunderbirdpark3.pdf>
- <http://www.terrageria.com/pictures-subjects/totem-poles/>



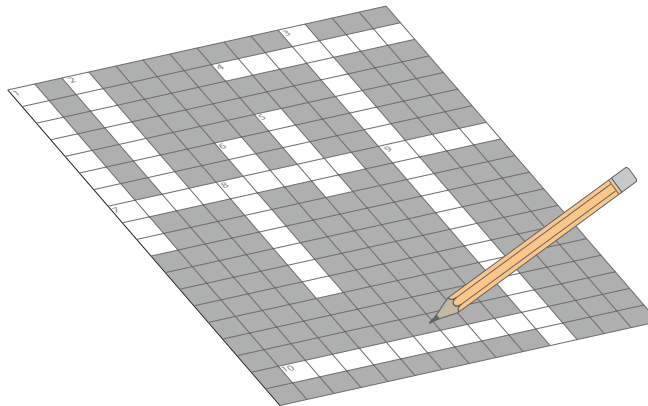
Activity 8: Complete a Crossword Puzzle

Subjects: Social Studies

- Provide students with **Blackline Master 5: Parliament Buildings Crossword**.
- Direct students to the BC Parliament Buildings website (<http://www.leg.bc.ca/index.htm>). Have them click on the Discover Your Legislature link in the left-hand menu.
- Have students search for the answers to the crossword puzzle under the following headings:
 - Place
 - People
 - Purpose

Extension:

- Using this website: <http://www.crosswordpuzzlegames.com/create.html> have students make up their own Parliament Buildings crossword puzzle and print them. Students can switch crosswords with a partner.



Activity 9:

Complete a Government Chart

Subjects: Social Studies

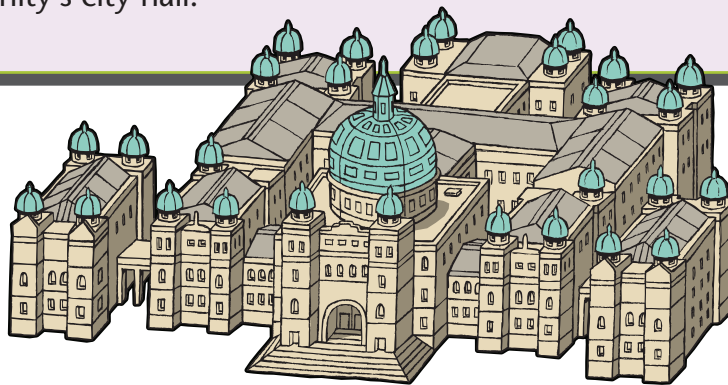
- Discuss with students the three main levels of government:
 - Federal
 - Provincial
 - Municipal
- Brainstorm with students the various responsibilities of the government: health care, education, building roads, making laws, enforcing the laws (police), etc.
- Using the following web sites as a resource, have students create a chart showing the major responsibilities of each level of government.

<http://www.craigmarlatt.com/canada/government/government.html>

(PDF file showing the divisions of power using Ontario as an example
http://www.craigmarlatt.com/canada/images&downloads/division_of_powers.pdf)

Extension:

- Invite a guest speaker from the government to speak to the class.
- Take a class field trip to the Parliament Buildings in Victoria or to your community's city hall.



Activity 10: Contact Your MLA



Subjects: Social Studies

- To find out who their MLA is, have students go to the BC Legislative Assembly site:
<http://www.leg.bc.ca/index.htm>.
In the left hand menu, have them select *Members* then *MLA Finder*.
 - Have students email or phone their MLA, inviting him or her to be a guest speaker in their class. If the MLA is unable to come to the class, compile a list of questions your students wish to ask the MLA. Students could ask the MLA about his/her job and in what ways he or she represents your community from the capital in Victoria.
- or**
- As a class, brainstorm concerns in your region of the province (education, transportation, environment, etc.). Choose one issue or allow individual students to choose an issue they feel most strongly about. Have students write a letter to their MLA expressing how this issue affects them, and ask what the MLA will do to address the concern.



Activity 11: Create a Mural

Subjects: Social Studies, Art

In groups of three or four, have your students create murals depicting scenes from Victoria's history. Ideas include:

- James Douglas founding Fort Victoria
- Matthew Begbie conducting a trial at the Victoria courthouse (now the Maritime Museum)
- Emily Carr painting a rainforest scene
- Chinese settlers playing fan tan in Chinatown
- Workers building the Parliament Buildings or the Empress
- Gold miners disembarking in Victoria to purchase a miner's license
- Mungo Martin carving a totem pole

Have students research the web site and other sources for information and ideas. Consider Activities 1, 7, and 12 for more ideas as well.

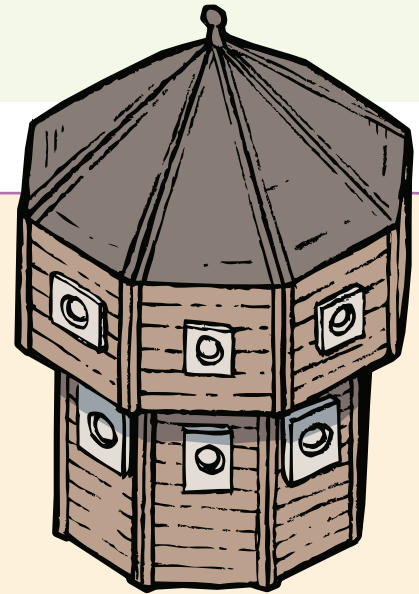
Extension:

- If you live in Victoria, you might arrange a field trip to the BC Parliament Buildings. Here you will find four murals painted by BC artist George Southwell. These paintings depict four scenes from BC's past:
 - *Courage*: The meeting of Captains Vancouver and Quadra at Nootka Sound in 1792.
 - *Enterprise*: James Douglas selecting the site for Fort Victoria [1842].
 - *Labour*: The building of Fort Victoria [1843].
 - *Justice*: Matthew Baillie Begbie holding Court in Clinton during the Cariboo Gold Rush.

You might also find examples of murals in your own community for students to model.

Activity 12:

Design and Build a Fort



Subjects: Social Studies, Art

- Have students research Fort Victoria and other fur trade posts (e.g., Fort Langley, Fort St. James) to determine the reason forts were built, and what buildings and structures are needed for a fort / fur trade post. Take notes and/or make sketches of what you learn.
- Have students design and draw their own forts. These must:
 - be drawn to scale
 - have a name
 - include characteristics that make them unique
- Have students describe the function of each structure or building in the fort.

Resources:

- Start with our web site. There is an excellent description and animated drawing of Fort Victoria there.
- Other good resources include:
 - Fort Victoria: <http://collections.ic.gc.ca/fortvictoria/>
 - Fort Vancouver: <http://www.nps.gov/fova/home.htm> (virtual tour)
 - Fort St. James: <http://www.britishcolumbia.com/general/details.asp?id=21#menshouse>
 - Fort Edmonton: <http://www.ftedmontonpark.com/index.htm>

Extension:

- Students could build a 3-D model of the fort they designed using lego, papier maché, Popsicle sticks, etc.

Activity 13:

Write a Newspaper Article

Subjects: Social Studies, Language Arts

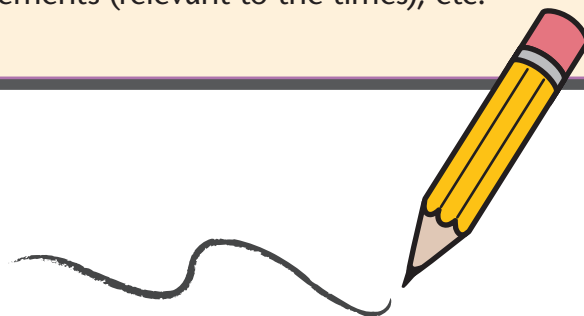
- Have students write a newspaper article on an event in Victoria's history such as:
 - When the gold miners poured off the *SS Commodore* in Victoria Harbour
 - Chinese immigration
 - The opening of the new Parliament Buildings
 - The local First Nations people helping build Fort Victoria
- Have students fill out the **Blackline Master 6: 5 W's and H** as a guide. Students are to use this information when they write their news stories.
- Students could include photographs from the Internet or photocopied from books. Students could also make the newspaper look old by staining the paper with tea and burning the edges with a match.

Extension Activities:

- Have students record their news article (audio file or video clip). This could include an "on air" interview with an eyewitness to the event.

or

- Have students work in pairs or small groups to create an entire newspaper. Compile the stories into one edition, complete with a name, lead story, advertisements (relevant to the times), etc.



Activity 14:

Create a Tableau

Subjects: Social Studies, Language Arts, Drama

- Explain to the class that a tableau is a like a living photograph. It is a motionless performance that you act out without moving or talking.
- In small groups, have students choose an event from the web site they would like to portray in a tableau (e.g., James Douglas founding Fort Victoria, gold miners arriving in Victoria en route to the Cariboo, Francis Rattenbury explaining to contractors how to place the stone walls in the Parliament Buildings, etc.).
- Allow students time to practice their scenes, collect props, costumes, etc.
- Remind students that like a photograph, their bodies are frozen and voices silent while they “act” out the scene. Props and costumes can also be used.
- Have the class guess what event each scene represents. Discuss the historical significance of each scene.

Activity 15:

Go Grocery Shopping

Subjects: Social Studies, Mathematics

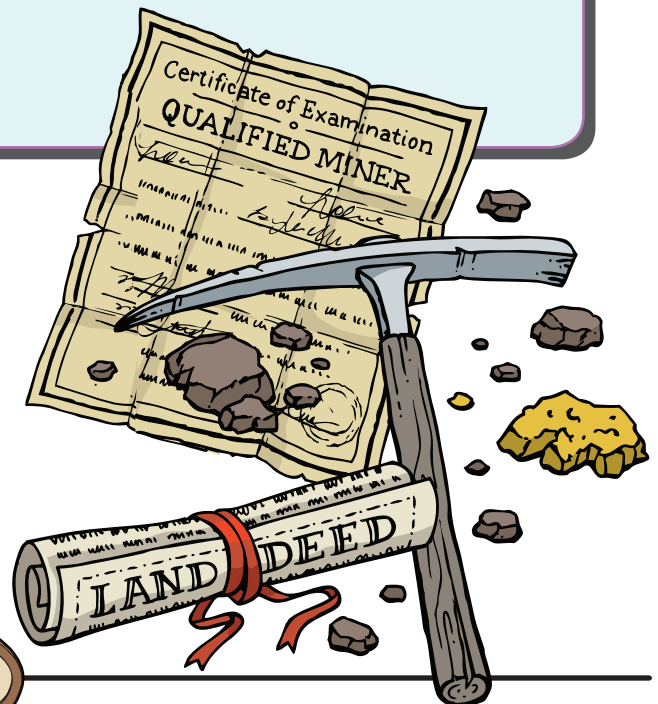
Part A:

- Provide students with **Blackline Master 7: Shopping List**. This list gives the price for several items that could be purchased at Fort Victoria.
- Have students search through the grocery store flyers or advertisements for the present-day prices for these same items.
- Have students calculate the difference in price from 1858 to today.

Extension: For an added challenge, have students determine the percentage increase in price over that time (1858 to present).

Part B:

- Using **Blackline Master 7: Gold Rush Math**, have students calculate the amount of supplies they would be able to take from Fort Victoria across to the Fraser River Gold Rush on the mainland. (This list contains many more items than does the first blackline master for this activity.) Students could work individually, in pairs, or in small groups for this activity.
- In larger groups or as a class, have students justify their choices.



Activity 16:

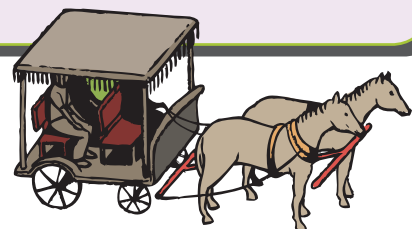
Plan a Historical Tour of Victoria

Subjects: Social Studies, Language Arts, Mathematics

- In pairs or individually, have students choose five places mentioned on the web site they believe best represent the history of Victoria (e.g., Chinatown, Parliament Buildings, St. Ann's Academy, Maritime Museum, Ross Bay Cemetery, Craigflower Manor and Schoolhouse).
- Have students pretend they are tour guides. They are to write a short "script" describing each location. They can modify any information they find on the web site, but they should include additional information as well.
- Scripts should describe the history of each location (when it was built, why, by whom, key individuals and events in its history, etc.). Interesting and perhaps little known facts about each location could be included as well.
- Have students create displays (photographs, drawings, etc.) for each of their chosen locations. Students are then to take their classmates on a virtual tour of these locations.

Extension:

- Tell students that as tour guides, they must also book accommodations (hotel, motel, or bed and breakfast) and restaurants for their guests on the tour. They will need to do some Internet research to find suitable places and prices.
- Have students calculate the cost of the tour for each guest including accommodations, food, historical site costs (if there is a cost), and payment to the tour guide(s). Details are to be included on **Blackline Master 9: Victoria Tour Itinerary and Costs**.



Activity 17:

Write and Act Out a Play

Subjects: Social Studies, Language Arts, Drama

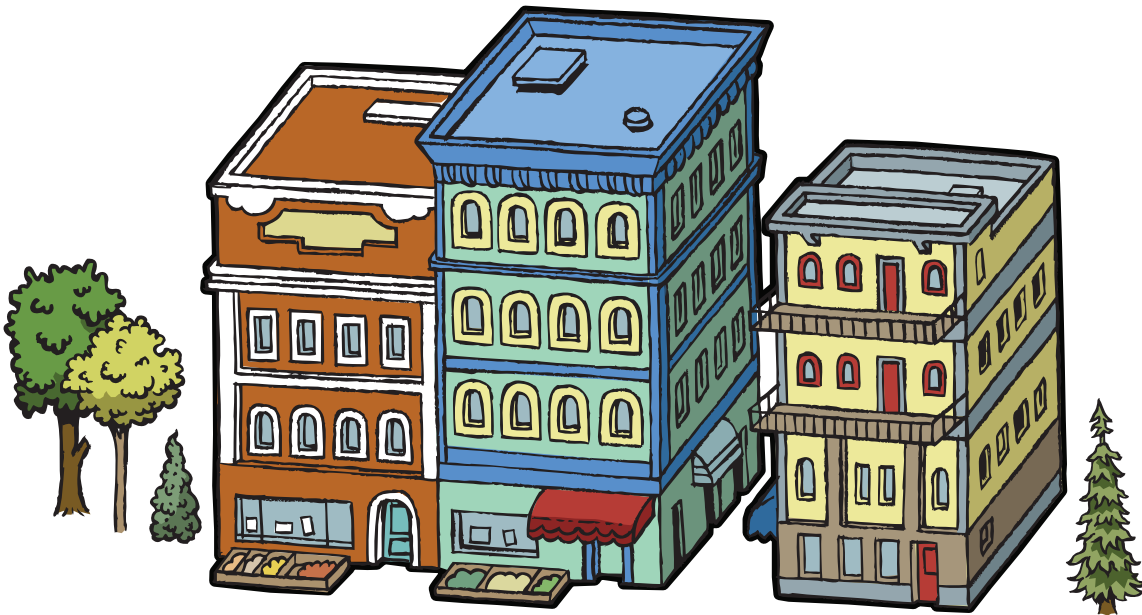
- In small groups, have students write a play recreating a real or fictional event in Victoria's history. Topics could include:
 - Gold miners in Victoria buying their supplies and miner's license before heading to the mainland
 - Pioneer life in Fort Victoria
 - Chinese immigrants settling in Chinatown
 - Matthew Begbie presiding over a trial at the Victoria courthouse (now the Maritime Museum)
 - James Douglas meeting with the First Nations people after first arriving in the Victoria harbour
 - Francis Rattenbury embroiled in a personal scandal
- Each group is responsible for researching their chosen topic then writing a performance script about it. Students are also to collect / create props and costumes for their play.
- Using costumes and props, have students perform their plays in front of the class. Have students rehearse their plays then perform them in front of the class. Provide time for feedback from the audience.

Activity 18:

Send a Postcard from Victoria

Subjects: Social Studies, Language Arts

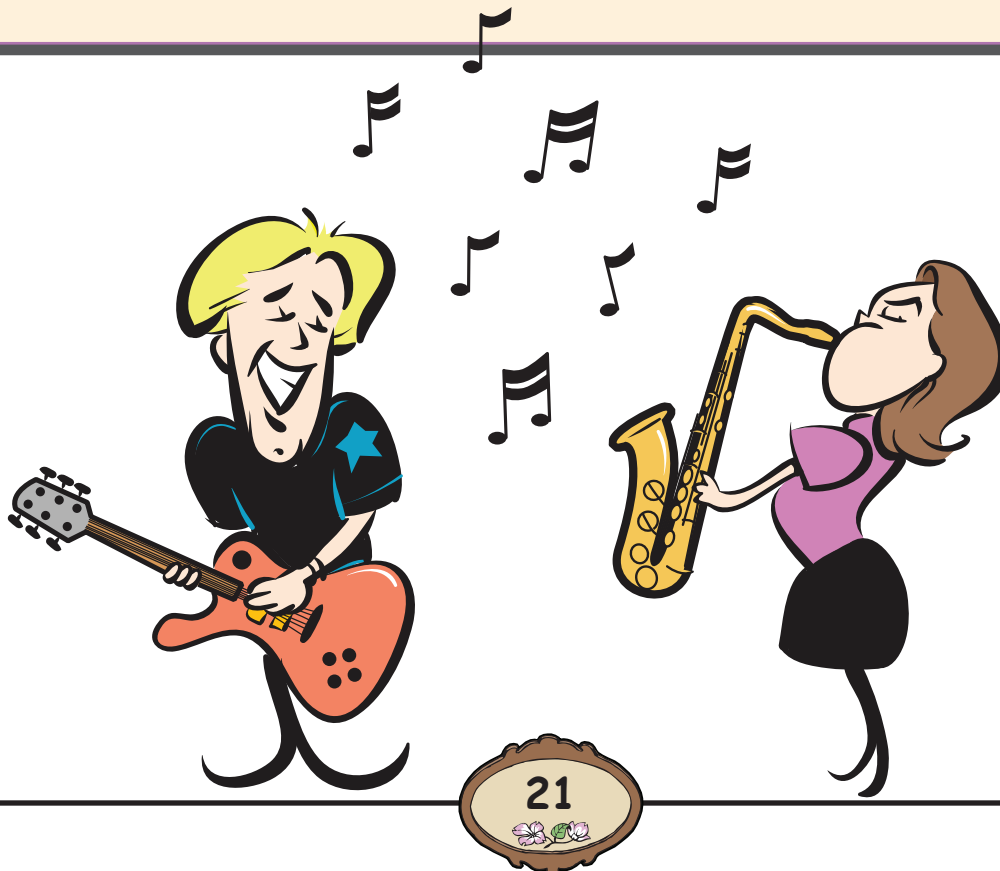
- Have students create a postcard of a Victoria scene they have learned about on the web site (e.g., Chinatown, Thunderbird Park, Emily Carr House, Empress Hotel, Craigdarroch Castle).
- On the front of the postcard, have students include an image of their chosen location. This image can be created in a medium of their choice, e.g., hand drawn, painted, or photocopied/downloaded from a web site.
- On the back of the postcard, have students write a friend or family member about visiting this location in Victoria. Have them describe what they saw, as well as the historical significance of this location in Victoria.
- Post all the postcards on a wall in the classroom.



Activity 19: Write a Song

Subjects: Social Studies, Language Arts

- In pairs or small groups, have students write a song on a topic or person from the web site. Some possible topics are:
 - Finding gold in the Fraser River or Cariboo
 - Carving a totem pole
 - Emily Carr's adventure with the Coastal First Nations
 - Francis Rattenbury – master architect
 - James Douglas "Old Square Toes"
- Allow students to base their songs on the music and melody of songs they already know. The lyrics, however, must be unique and must reflect the topic chosen for the song.
- Have students rehearse their songs. When they are ready, they can perform them for the class, or if "stage shy" make audio recordings.



Activity 20:

Create a Board Game

Subjects: Social Studies, Language Arts

- Individually or in pairs, have students make up their own board game on one of the topics covered on the web site. Possible themes could be the Gold Rush or life at Fort Victoria.
- Board games could be modelled after Monopoly. The game board could be a replica of the Victoria map from the web site, and the goal could be to roll the dice and move from location to location, answering clues along the way. The first person to visit all the locations and answer the questions correctly wins the game. Clues could be based on the information covered on the web site (e.g. at Ross Bay Cemetery the question could be to identify the one individual from a list who is NOT buried in the cemetery).

Students would be required to:

- craft the board
- create rules for how the game is played
- make the items that players use to get around the board ('gold nuggets' or railway 'spikes')
- suggest how the game can be adapted for younger players

When board games are complete, have students switch games with others and play them.

Blackline Masters

Blackline Master 1: Biography

Introduction:

Name of the person: _____

When was this person born and when did he or she die? _____

Where did this person live? _____

Why is this person important to the history of Victoria and British Columbia? Give three reasons.

1. _____

2. _____

3. _____

Body:

Describe three important or memorable things this person did in his / her life.

1. _____

continued on next page



Blackline Master 1: Biography—page 2

Body (continued):

2. _____

3. _____

Describe this person's personality (adventurous, stern, hardworking, peaceful, etc.). Then provide a quote or an example of something this person said or did that shows what type of person he or she was.

Blackline Master 2: Job Application Form

Job Applying for: _____

Name: _____

Date of Birth: _____

Education: _____

Previous Experience: _____

Skills and Accomplishments:

1. _____

2. _____

(continued on next page)



Blackline Master 2: Job Application Form—page 2

Skills and Accomplishments (continued):

3. _____

Why do you feel you are the best person for the job? Give three reasons.

1. _____

2. _____

3. _____

Blackline Master 3: Book Report: Fiction



The setting

(a) Where does the story take place?

(b) What does it look like?

(c) When does the story take place?

The characters

(a) Who are the main characters in the story?

(b) What do they look like?

continued on next page

Blackline Master 3: Book Report: Fiction—page 2

The characters (continued)

(c) How do they act?

(d) How do others act towards them?

The plot

Describe the five main events that take place in the story.

1. _____

2. _____

3. _____

continued on next page



Blackline Master 3:

Book Report: Fiction—page 3

The plot (continued):

4. _____

5. _____

My thoughts about the story

Would you recommend this book to someone else? Yes or No (circle one)
Give three reasons.

1. _____

2. _____

3. _____



Blackline Master 4: Book Review: Non-fiction



Subject of the book

Who or what is this book about? _____

Summary of the book

Choose the most important events from the book you have read. Draw a simple picture to describe each event. Include a short written description of each event as well.

	→		→	
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	→		→	
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Blackline Master 4:

Book Review: Non-fiction—page 2

My thoughts about the book

What was the most interesting thing you learned about the subject of the book?
Why did you find this interesting?

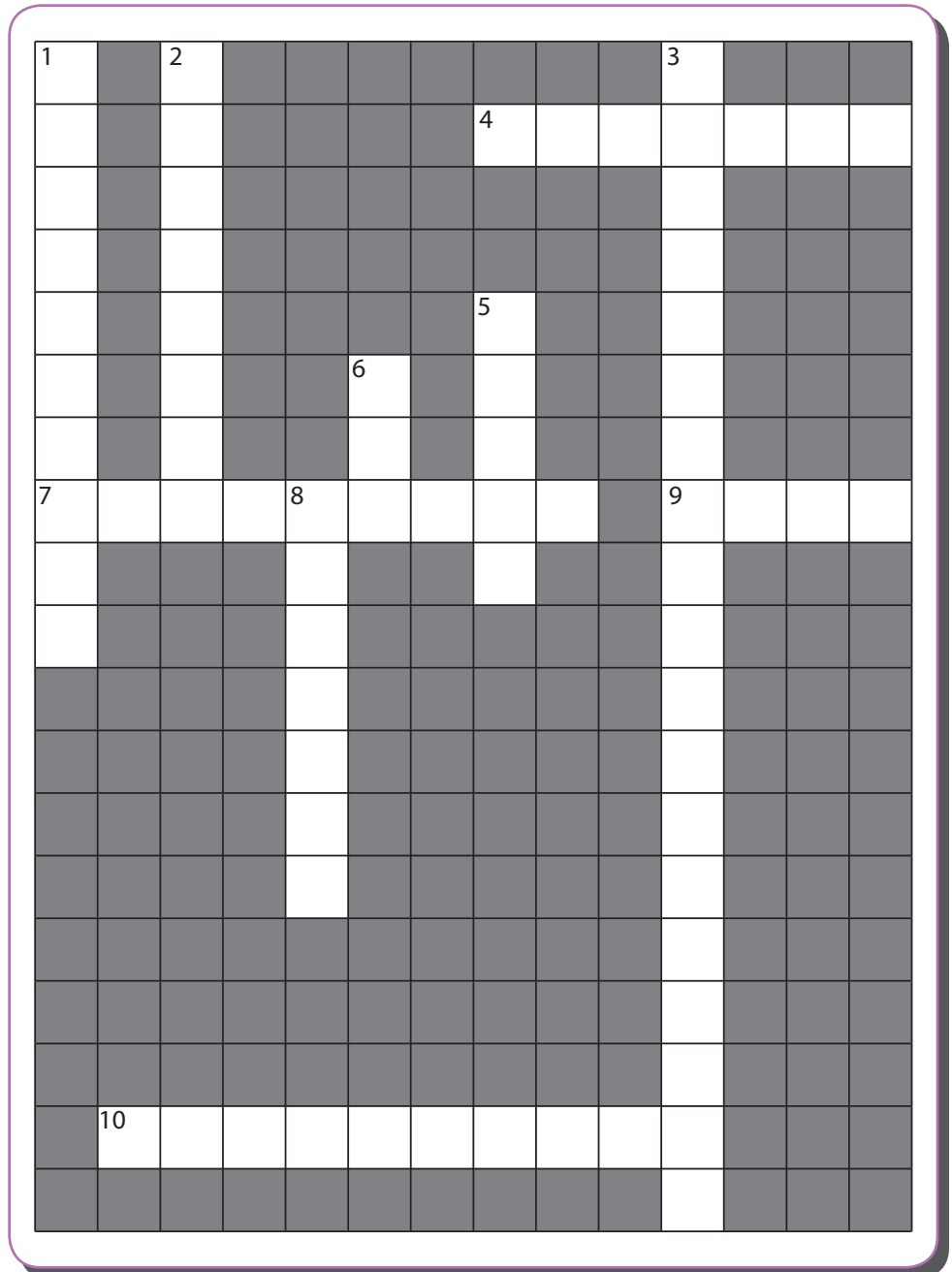
Blackline Master 5: Parliament Buildings Crossword

Across

4. Makes sure the elected officials follow the proper rules and procedures when they meet to debate and discuss legislation.
7. The Colonial Administration Buildings built in 1859 were thought to look like these.
9. This object looks like a club and symbolizes the Speaker's authority.
10. Those in the Legislative Assembly who question the government's actions.

Down

1. This young architect won the contest to design the new Parliament Buildings in 1893.
2. The head of the provincial government.
3. Where BC's elected officials meet.
5. The Lieutenant-Governor represents the _____ in the province.
6. This government representative is responsible for studying, debating, and voting on bills (proposed laws).
8. Consists of the Premier and ministers selected from the governing party.



Blackline Master 6: 5 W's and H

Take notes on the 5 W's and H. These notes will help you to better write your newspaper story.

Who is the story about?

What happened?

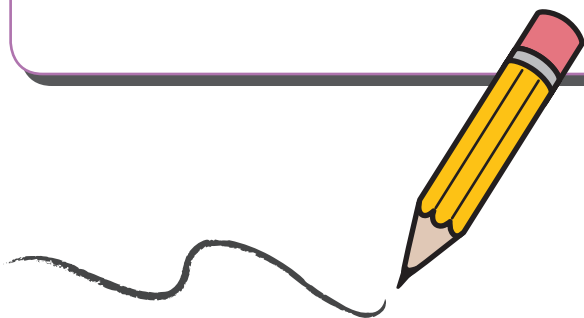
Where did the event take place?

When did the event take place?

Blackline Master 6: 5 W's and H—page 2

Why did the event take place?

How did it happen?



Blackline Master 7: Shopping List

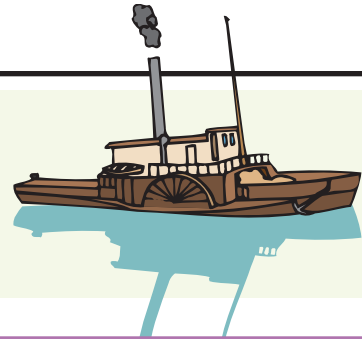
Find out how much each of these items costs today then calculate the price difference.

Prices are per kilogram unless otherwise noted.

	Fort Victoria 1858 prices	Present day prices	Difference
Bacon	\$ 0.84	\$	\$
Beans	\$ 0.12	\$	\$
Butter	\$ 1.70	\$	\$
Candles (0.5 kg box)	\$ 1.50	\$	\$
Cheese	\$ 1.60	\$	\$
Coffee	\$ 1.00	\$	\$
Flour (5 kg bag)	\$ 3.85	\$	\$
Potatoes	\$ 0.10		
Rice (5 kg bag)	\$ 1.50		
Sugar (5 kg bag)	\$ 2.00		



Blackline Master 8: Gold Rush Math



Imagine the year is 1858, and you are a gold miner. You took the *SS Commodore* from San Francisco to Victoria. You bought your gold mining license and you now need supplies to get to the Fraser Valley. The supplies you buy must last you six months. Read through the list of supplies that you have to choose from.

Sugar (5 kg. bags)	Wool coat (2.25 kg.)
Salt (5 kg. bags)	Wood axe (2 kg.)
Flour (8 kg. bags)	Shovel (4 kg.)
Coffee (5 kg. bags)	Large knife (0.25 kg.)
Salted pork (3 kg. pieces)	One dozen fish hooks (0.25 kg.)
Dried peas (8 kg. bags)	One dozen candles (0.25 kg.)
Frying pan (0.25 kg.)	Gold pan (0.75 kg.)
One block of soap (2 kg.)	Tea (5 kg. bags)
Wool blanket (2.25 kg.)	Work boots (1 kg.)
Coffee pot (0.25 kg.)	20 metres of rope (1.25 kg.)
Drinking cup (0.25 kg.)	Pick axe (4 kg.)
Wool pants (1.5 kg.)	Rice (5 kg. bags)
Hair comb (0.25 kg.)	Cooking pot (0.5 kg.)

Assignment:

The owner of the boat to take you from Victoria to the mainland says you can only take 50 kg. of supplies with you. What items would you purchase? Why? How much of each will you need?

Before you start:

Read through the list carefully. What are the most important items you will need? Why?

Remember you will need enough supplies for six months. Think carefully how much will you need.

Try to make your list add up to exactly 50 kg.

Work out your list on a piece of paper.

Complete the good copy of your list showing the items, how much of each item you will take, and what the total weight is. (For example, if you wanted to bring 3 blocks of soap that would add up to 6 kg.).

Blackline Master 9: Victoria Tour Itinerary and Costs

Number of people on the tour: _____

Guests are booked into (name of hotel, motel or Bed and Breakfast)

Day 1

Morning (When will guests meet? What is the first historical location on the tour?
How long will the tour take?) _____

Lunch (What time and where will the guests be eating lunch?) _____

Afternoon (What historical site will the guests tour?) _____

Dinner (What restaurant have you chosen for your guests? What time is the
reservation for? Is there something you would suggest the guests see or do on their
own after dinner?) _____

Day 2

Morning (When will guests meet? What is the first tour for Day 2?) _____

Lunch _____

Afternoon _____

Dinner _____



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Day 3

Morning _____

Lunch _____

Afternoon _____

Dinner _____

Tour Costs

Accommodations (per night) \$ _____ X 3 nights = \$ _____

Food (estimated costs)

Breakfast \$ _____ X 3 days = \$ _____

Lunch \$ _____ X 3 days = \$ _____

Dinner \$ _____ X 3 days = \$ _____

Cost to get into museums or historical sites: \$ _____
(If no cost put \$ 0)

Tour Guide Pay (per day) \$ _____ X 3 days = \$ _____

TOTAL \$ _____

PLEASE PAY IN FULL TO: _____
(Tour Company)

