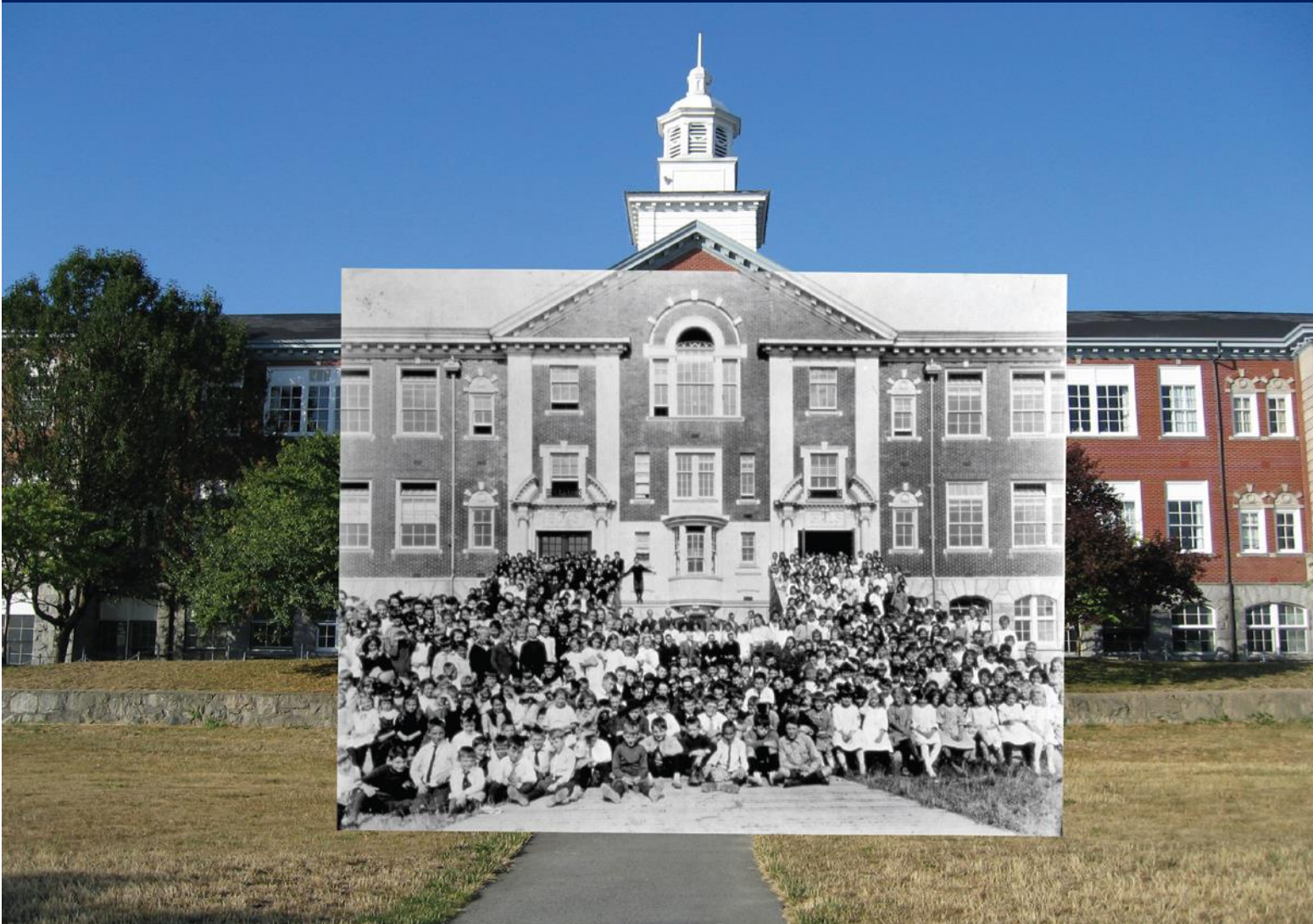


# North Vancouver MUSEUM & ARCHIVES

## SCHOOL PROGRAMS 2017/18



**North Vancouver: Then and Now**  
**Teacher's Package**

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## Introduction

**North Vancouver: Then and Now** educational kit features twenty-eight archival photographs depicting snapshots from North Vancouver’s past and present. In addition to photographs, this educational kit includes a detailed teacher’s package with lesson plan activities designed to complement the Prescribed Learning Outcomes for Grades 2 and 3 Social Studies. Students will explore the concept of community by analyzing photographs that illustrate how North Vancouver has changed over time. The kit also includes a copy of the book, *Time Travel in North Vancouver* by Sharon Proctor.

The recommended activities encourage skills such as critical thinking and cooperative learning. Altogether, the lesson plan activities are estimated to take 95 minutes, however they can easily be stretched across several different lesson periods. The activities are meant to provide teachers with a variety of teaching methods and ideas that help supplement the archival photographs. Teachers are encouraged to read through the program and adapt it or change it to meet the learning abilities and individual needs of their students.

We hope that your classroom programming is enriched by our **North Vancouver: Then and Now** educational kit. For additional archival resources visit: **Community History Centre, 3203 Institute Rd, North Vancouver, 604.990.3700**. To tour our museum, call to book a time at **604.990.3700, ext. 8016**

## Booking Information – [nvmaprograms@dnv.org](mailto:nvmaprograms@dnv.org)

Pick up & Drop Off	<ul style="list-style-type: none"> <li>The Then and Now kit must be returned within two weeks of the date it was loaned out.</li> <li>Kits are available to be loaned out from Tuesday-Friday during the hours of 12:00-5:00 pm</li> <li>Kits must be picked-up and dropped off at the Community History Centre, 3203 Institute Road, North Vancouver.</li> </ul>
Fee & Deposit	<ul style="list-style-type: none"> <li>\$30.00 Program Fee</li> <li>\$50.00 Deposit (reissued after return of Kit)</li> <li>Please create 2 separate cheques.</li> </ul>
Late Fee	<ul style="list-style-type: none"> <li>If the kit is returned late, the teacher may be charged a daily late fee of \$10.00.</li> </ul>
Damaged or Lost Kit	<ul style="list-style-type: none"> <li>If there is damage to the educational kit or contents missing, the \$50.00 deposit will not be returned. Please ensure all items are in kit prior to returning.</li> <li>In the case of a lost or stolen kit, the teacher will be invoiced for the full value of the kit.</li> </ul>

## Educational Approach

### Prescribed Learning Outcomes (PLOs)

Social Studies	Grade 2 Self, Family, School	Grade 3 Communities- Past and Present
Skills and Processes of Social Studies	A <sub>3</sub> Gather information from a variety of sources for presentation	A <sub>1</sub> Apply critical thinking skills-including questioning, predicting, imagining, comparing, classifying and identifying patterns-to selected problems or issues  A <sub>4</sub> Gather information from a variety of sources  A <sub>5</sub> Organize information in chronological order
Identity, Culture and Society	*B <sub>1</sub> Identify changes that occur in the school and community throughout the year  B <sub>2</sub> Describe ways individuals contribute to a community  B <sub>3</sub> Identify factors that influence who they are	*B <sub>1</sub> Identify changes that occur in communities over time  B <sub>2</sub> Describe the importance of communities  B <sub>4</sub> Identify characteristics of Canadian society
Economy and Technology	D <sub>3</sub> Describe how technology affects individuals and schools	D <sub>1</sub> Compare ways in which needs and wants are met in communities  *D <sub>2</sub> Assess how technology affects individuals and communities

### Historical Thinking Concepts

In addition to the PLOs, **North Vancouver: Then and Now** is also designed to consider four out of the six Historical Thinking Concepts. While examining historic photographs, students are given the opportunity to identify historical significance, evidence, continuity and change, and cause and consequence. It is hoped that by applying the Historical Thinking Concepts students will develop a deeper understanding of the subject of community.

## Historical Thinking Concepts cont.

Historical significance	Studying communities then and now is a historically significant exercise because it explores the consequences of social (increase in people) and economic (increase in technology, industry and business) development over time.
Evidence	Through the use of archival photographs students are given the opportunity to study primary sources of history. These photographs help contextualize the history being explored. Also, these historical photographs provide an exercise in critical thinking by encouraging students to describe the photographs and analyze the similarities and differences.
Continuity and Change	This program helps students understand continuity and change by helping them identify progress, development and historical chronology. The “compare and contrast” exercise is especially helpful in allowing them to develop a sense for chronology and change.
Cause and Consequence	Students are given the opportunity to consider how technology has affected change in communities. This allows them to analyze cause and consequence.

## What are Historical Thinking Concepts?

Researchers have identified concepts that provide the basis of historical thinking. The Historical Thinking Project follows this approach, and works with six distinct but closely interrelated historical thinking concepts. To think historically, students need to be able to:

1. Establish *historical significance*
2. Use *primary source evidence*
3. Identify *continuity and change*
4. Analyze *cause and consequence*
5. Take *historical perspectives*, and
6. Understand the *ethical dimension* of historical interpretations.

Taken together, these concepts tie “historical thinking” to competencies in “historical literacy.” In this case, “historical literacy” means gaining a deep understanding of historical events through active engagement with historical texts. For more information visit [historicalthinking.ca](http://historicalthinking.ca)

## Lesson Plan

### Goals and Objectives

1. To allow students to explore the curriculum-based themes of *Self, Family, School* and *Communities - Past and Present* as outlined in the Grades 2 & 3 Prescribed Learning Outcomes.
2. To demonstrate to students the rich history of North Vancouver's development through the use of archival photographs.
3. To provide teachers and students with a variety of activities and exercises that help guide students' understanding of the archival photographs provided.
4. To provide students with an opportunity to develop their photo analysis skills by identifying similarities and differences between photos past and present

### Essential Questions

- What is a community?
- What are some characteristics of North Vancouver's community today?
- (People, places, things and activities)
- How did the community of North Vancouver start?
- How has the community of North Vancouver changed?
- Why has the community of North Vancouver changed?
- How does technology affect the development of communities?
- What do you think North Vancouver will look like in the future?
- Why is community important?

### Concepts/Vocabulary

Before you lead your class through the following activities, they should have a basic understanding of the following concepts and vocabulary:

#### Concepts

*Past and Present*

*Then and Now*

*Similarities and Differences*

#### Vocabulary

*Technology*

*Archives*

*Photograph*

*History*



## Lesson Plan Activities

### Brainstorm (15 min.)

What is Community?

#### Step 1: Brainstorm

- What is a community?
- What kind of people, places, things and activities do you find in a community?

#### Step 2: Follow up Questions

- Is North Vancouver a community? Why?
- What kinds of people, places, things and activities does North Vancouver have that made it a community? (*Teachers, students, parents, grocery stores, schools, hospitals, etc.*)
- Has North Vancouver always had these things?

#### Step 3: Worksheet A-2 (Optional) "People, Places, Things and Activities"

### Hook Discussion (10 min)

#### Step 1: Show students Photograph 1 (1890s Panorama)

- Ask Students:
  - What is this a picture of?
  - What do you see in the photograph? Describe.
  - Is this a community? Why or why not?
- Explain the photograph and description on the back.



Photo 1

#### Step 2: Show students Photograph 2 (Lower Lonsdale)

- Ask Students:
  - What is this a picture of?
  - What do you see in the photograph? Describe.
  - Is this a community? Why or why not?
- Explain the photograph and read the description on the back.



Photo 2

#### Step 3: Show students Photograph 3 (Clear Cut Forest)

- Ask Students:
  - What do you see in this photograph? Describe.
  - Why are the trees cut down?
- Explain to students how the community of North Vancouver hasn't always been the modern and vibrant city that we live in today and that it has changed significantly over time.



Photo 3

## Hook Discussion cont.

Step 4: Show students Photograph 4 (Moody Avenue and 7th)

a. Ask Students:

- How is this photo similar to photo 3?
- How is this photo different from Photo 3?

b. Explain to students that they are going to be studying the community of North Vancouver and how it has changed over time. They are going to be looking at several more archival photographs from the North Vancouver Museum & Archives and they are going to identify what kinds of things have changed in North Vancouver in 100 years.



Photo 4

## Matching Activity (15 min.)

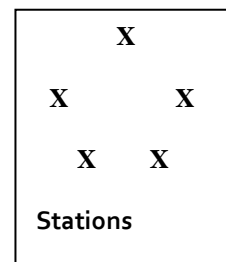
### A Note about the Photographs

There are thirteen sets of *Then and Now* photographs. Eleven sets consist of two photographs. However, two sets (15/16 & 19/20) have a total of three photos. In these specific sets there are two *then* photographs and one *now* photograph. Before you do the following activities with your class, choose which then photograph in these two sets you would like to use. The two extra *then* photos are labelled 15a and 19a.

See Photograph List A-1 for an overview of the photos.

Step 1: Divide the students into 5 or 6 groups and assign them to 5 or 6 table stations around the room.

Step 2: Hand out 2-3 sets (4-6 photographs) of Then and Now photographs to each group, but hand them out so that the photos are in a pile instead of spread out and on display. This way the students have more time to investigate the photos themselves. Do not hand out the photos that you already discussed in the Brainstorm activity.



Step 3: Assign the Following Tasks:

**Student Task 1: Evaluate.** Without looking at the dates of the photos on the back, get students to decide which photos go together (which photos represent the same location) and within each set, which photograph represents the past and which one represents our community today.

**Student Task 2: Present.** Choose a couple of students to present the photos that they thought should be paired, why they thought they should be paired together and what order they go in. Have students describe the different people, places, things and activities in their photographs.



## “Photo Detectives” Carousel Activity (40 min.)

### Step 1: Set up

- Leave the photos where they are from the Matching Activity.
- Make sure the Then and Now pairs are grouped together correctly. There could be up to 11 pairs of photos set up around the room.
- These 11 pairs of photos will represent 11 different stations.
- The purpose of the Carousel Activity is to create a circle of work stations. Throughout this activity, pairs of students will move from one station to the next (clockwise in the circle), and analyze the different picture sets.
- (You may decide to use all of the photo sets or just a couple of the photo sets. Also, you may choose to have students work in pairs or in small groups. These types of decisions are entirely up to the teacher as they will depend on the size and culture of your classroom).

### Step 2: Model “Photo Detectives” Worksheet

- See Appendix: Worksheet A-3
- Print out 3 double-sided copies of this worksheet per student.
- Use Photo 3 and Photo 4 to model how to fill out the “Photo Detectives” Worksheet.
- Explain to students that they are to become “Photo Detectives” and that their mission is to describe what they see in the photographs. Complete the front page as a class.
- Afterwards, turn the worksheet over and compare the Then and Now photos by listing the similarities and the differences between the photos. Complete the back page as a class.

#### Worksheet A-3: Photo Detectives

**Student Task 1:** Describe what is happening in each photograph (the people, objects and activities).

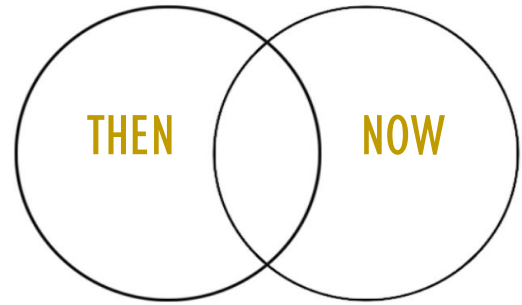
**Student Task 2:** Compare and Contrast the photos by listing the similarities and the differences.

### Step 3: Carousel Activity & Photo Detectives Worksheet

- Students have roughly 10 minutes at each station and then they are to move in a clockwise direction to the next station. You might want to make it fun by using music to signal the station change. Any music that fits the “Detective” theme would be fun. For instance, the *Pink Panther* theme song would be fun! When the music starts, the students know they need to move to the next station.
- Depending on the written output abilities of your students, you may only have them visit two stations and fill out two worksheets.

## Conclusion: Venn Diagram (15 min.)

Step 1: Draw a large Venn Diagram on the chalk board at the front of the room. Label one circle *Then* and the other circle *Now*.



Step 2: Have students share some of the similarities and differences they observed between the *Then* and *Now* photographs during the Carousel Activity. Write down their observations in the Venn Diagram.

Step 3: Have a discussion.

- Discuss how North Vancouver has changed over time by identifying some of the students' evidence. Students may have noticed differences like dirt roads and concrete roads or wooden sidewalks and concrete sidewalks. They may also point out differences in transportation over time like train tracks through the city and street cars in the old photographs, and intersections and highways in the new photographs. Last, students will probably have a lot to say about the differences in photography and the quality.
- Pointing out that some photos are black and white while others are colour is a good observation and lends itself well to a conversation about changes in camera technology.

Step 4: Ask some concluding questions:

- Based on the Venn Diagram, are there more similarities or more differences between the Then and Now photos?
- How much has North Vancouver changed in 100 years?
- Is change a good thing?
- Is North Vancouver more of a community today than it was 100 years ago? Or is it the same?
- Why are communities important?

## Journal/Drawing (Optional)

**Student Task:** Write about or draw a picture of what you think North Vancouver will look like in another 100 years. What kinds of people, places, things and activities will be going on in North Vancouver in the future?

## Extension Activity

Create your own “**Then and Now**” project

Students can visit the North Vancouver Museum and Archives at the Community History Centre and search for old photographs that interest them. They may find old photos of their school, classroom, or house. After, students can revisit these locations and take pictures of what they look like today.



Having created their own *Then and Now* photo set, students can again compare the similarities and differences between the photos and increase their understanding of how communities have changed over time.





Check out our Flickr page to view entries from past “**Then and Now**” Photo Contests  
<http://www.flickr.com/groups/northvancouverthenandnow/>




Stay tuned for future Photo Contests!

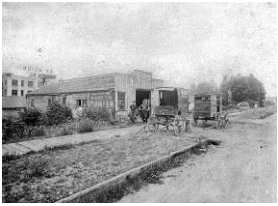



## Appendix

### Photograph List A-1





<p>Photograph 1</p> <p>Year: 1890s</p> <p>Description: This panoramic view is of the north shore of Burrard Inlet in the 1890s. As you can see, the area was mostly forest, except for the small native settlement on the shoreline which included St. Paul’s Catholic Church. The clearing to the east, within a decade, would be the center of North Vancouver.</p> <p>Reference: <i>The Ambitious City</i> by Warren Sommer, page 9.</p> <p>Credit: City of Vancouver Archives (CVA) Mi P51.2</p>	
<p>Photograph 2</p> <p>Year: 1963</p> <p>Description: This aerial view of Lower Lonsdale includes Burrard Dry Dock shipyard and crowded business and residential areas beyond. Burrard Dry Dock Company built and repaired large ships, ferries, and tugboats. Shipbuilding at this site began in 1906.                  (Compare with Photograph 1)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 16.</p> <p>Credit: North Vancouver Museum &amp; Archives (NVMA) 27-8M.</p>	


<p>Photograph 3</p> <p>Year: 1911</p> <p>Description: This image shows a clear-cut forest at the corner of Moody Avenue and 7th Street. Some of the stumps show deep cuts made by the loggers. Stumps like these can still be seen around North Vancouver. The street sign reminds us that North Vancouver was preparing to open a new neighbourhood of houses and streets.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 8.</p> <p>Credit: CVA N83.2</p>	
<p>Photograph 4</p> <p>Year: 2007</p> <p>Description: Changes made over time by individuals who have lived and worked in the community of North Vancouver have transformed what once was a forest, into a lively and prosperous community. The homes featured in this picture are at the corner of Moody Avenue and 7th Street. The same site is shown in Photograph 3.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 8.</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 5</p> <p>Year: 1907</p> <p>Description: Originally, this street was a true "esplanade"-- a seaside promenade which ran from Lonsdale to just past Chesterfield. It was created in 1901 for the new North Vancouver Hotel which can be seen in the distance. Summer crowds would arrive on the ferry to spend a holiday at the Hotel, walk the promenade or participate in special outdoor celebrations such as Dominion Day.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 10.</p> <p>Credit: NVMA 5705</p>	
<p>Photograph 6</p> <p>Year: 2008</p> <p>Description: This is a modern photograph of Esplanade street that is shown in Photograph 5. Modern commercial buildings have replaced fields and wood buildings.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 10.</p> <p>Credit: Sharon Proctor Collection</p>	





<p>Photograph 7</p> <p>Year: 1905</p> <p>Description: Before 1902, the bottom few blocks of Lonsdale Avenue were undeveloped, despite Lonsdale's connection to a wharf and ferry service to Vancouver. It was just a primitive road that led up the hill. Around 1902, businessman Alfred Hamersley improved the ferry service, upgraded the road and convinced people to set up business here.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 12.</p> <p>Credit: CVA 677-702</p>	
<p>Photograph 8</p> <p>Year: 2008</p> <p>Description: Here we see a modern Lonsdale Avenue, with modern buildings and traffic light system. (Compare with Photograph 7)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 12</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 9</p> <p>Year: 1906</p> <p>Description: This 1906 photo shows North Vancouver's Municipal Hall (later City Hall) on the northeast corner of Lonsdale and 1st. It was built when North Vancouver City and District were one municipality. The building to the right of it is the Walden Bros. Hardware store, which supplied hardware, paints, oils, tiles and house furnishing to early residents.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 19</p> <p>Credit: NVMA 14683</p>	
<p>Photograph 10</p> <p>Year: 2007</p> <p>Description: This 2007 photo of Lonsdale and 1st Street features a large white building that covers the old Municipal Hall site. Built in the 1940s, this was the post office for many years. It presently houses an art-supply company and other businesses. Notice the tiny building beside it, on the right. This is the old Walden Bros. Building -- now over 100 years old. Today it's the "Friendly Grocery". (Compare with Photograph 9)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 19.</p> <p>Credit: Sharon Proctor Collection</p>	

<p>Photograph 11</p> <p>Year: 1913</p> <p>Description: When your car, van or truck breaks down, it is taken to a garage for repairs. Before cars, however, people drove horse-drawn buggies and wagons. And when these broke down, the owners took them to the nearest blacksmith shop. One of North Vancouver's blacksmith's shops in the early 1900s was owned by John Brind at 123 West 3rd. Brind and his staff heated irons in a hot forge and used them to build or repair wagon-wheel rims.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 24.</p> <p>Credit: NVMA 2767</p>	
<p>Photograph 12</p> <p>Year: 2007</p> <p>Description: This location at 123 West 3<sup>rd</sup> Street, is currently the home of NIKI Glass &amp; Mirror Gallery (2011). (Compare with Photograph 11)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 24.</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 13</p> <p>Year: 1910</p> <p>Description: This 1910 photo shows the 100 block East 3rd Street on July 1st. In it we see the annual Dominion Day Parade marching westward toward Lonsdale. Notice the wooden sidewalk in the foreground and the four homes on the left in the picture. In the early part of the twentieth century, all North Vancouver sidewalks were made of wooden planks.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 25.</p> <p>Credit: NVMA 9822</p>	
<p>Photograph 14</p> <p>Year: 2008</p> <p>Description: This modern view taken near East 3rd and Lonsdale Avenue shows modern concrete sidewalks, apartments and condos -- plus three of the homes in the 1910 photo. (See Photograph 13)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 25.</p> <p>Credit: Sharon Proctor Collection</p>	



<p>Photograph 15</p> <p>Year: 1906</p> <p>Description: On the northwest corner of Lonsdale &amp; 8<sup>th</sup>, James Burnes and his family lived in a seven-room home, seen here in 1906. The house faced 8th and its address was 112 West 8th. Notice the wooden-plank sidewalks, and the large burnt tree stump. The burnt stump was the result of a forest fire that swept through the area in 1898.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 30.</p> <p>Credit: NVMA 86</p>	
<p>Photograph 15a</p> <p>Year: 1950s</p> <p>Description: In the early 1950s, the same corner was occupied by Webb's Drug Store, which had a Lonsdale address, tenants living upstairs, and two commercial buildings. Compare with Photographs 15 &amp; 16)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 30.</p> <p>Credit: NVMA 10491</p>	
<p>Photograph 16</p> <p>Year: 2007</p> <p>Description: The businesses that were once here in the 1950s are gone and the corner of Lonsdale &amp; 8th is now occupied by a modern glass-walled office building. (Compare with Photographs 15 &amp; 15a)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 30.</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 17</p> <p>Year: circa 1909</p> <p>Description: At one time the nearest hospital for residents on the North Shore was in Vancouver -- via ferry! When local decision-makers couldn't decide whether to build one on this side of the Inlet, three nurses took matters into their own hands. Mina and Jenny Dawson and their widowed sister (Mrs. Stephenson) rented a house on 15th Street near St. Andrews and turned it into our first public hospital. North Vancouver Hospital, shown in this vintage photo, opened in 1908. The sisters ran it themselves and they could comfortably accommodate six patients and handle any accident or illness that didn't require major surgery. But by 1910, the facility was too small, so the sisters built a new hospital on East 12th.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 33. (Compare with Photograph 18)</p> <p>Credit: NVMA 42</p>	

<p>Photograph 18</p> <p>Year: 2007</p> <p>Description: This 2007 photo features Century Apartments, which now cover the first hospital site. (See Photograph 17)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 33.</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 19</p> <p>Year: 1911</p> <p>Description: This 1920s photograph shows the exterior of the 800-seat Lonsdale Theatre that once stood at 1545 Lonsdale. (Compare to Photograph 20)</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 40.</p> <p>Credit: NVMA 6344</p>	
<p>Photograph 19a</p> <p>Year: 1911</p> <p>Description: Lonsdale Theatre opened in 1911 to a packed house, as seen in this 1911 photo shot from the stage. Notice the different seating areas: the main floor, the horseshoe-shaped balcony, and the box seats at the front, over-looking the stage. From 1911 to the 1950s, this theatre entertained North Vancouverites with top Hollywood movies, as well as operas, operettas, musical plays, and other live stage productions.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 40.</p> <p>Credit: NVMA 1471</p>	
<p>Photograph 20</p> <p>Year: 2008</p> <p>Description: When the Lonsdale Theatre shut down after 40 years, the Royal Bank moved into the building and stayed until the 1990s. That structure was demolished in 1997; a modern HSBC bank is there now.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 40.</p> <p>Credit: Sharon Proctor Collection</p>	
<p>Photograph 21</p> <p>Year: 1925</p> <p>Description: This 1925 photograph shows the Capilano streetcar terminus on School Street. For many years this was the business and social centre of "Capilano, BC", a neighbourhood that ran along the river to the inlet.</p>	

<p>There was Norman McLeod’s general store &amp; post office, Wood’s Red and White Store, a community hall and a small fire station. People came for mail, groceries, supplies, bingo, dances, concerts, and to “hang-out.” Meanwhile, the streetcar (1910-1947) brought tourists heading for the suspension bridge and Capilano Valley.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 70. Credit: NVMA 3838</p>	
<p>Photograph 22</p> <p>Year: 2009</p> <p>Description: The little shopping centre featured in Photograph 21 was demolished in the late 1950s to make way for the Upper Levels Highway. This 2009 picture shows the Capilano Exit, number 14, in the exact spot where the Capilano streetcar terminus once was.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 70. Credit: Sharon Proctor Collection</p>	
<p>Photograph 23</p> <p>Year: 1909</p> <p>Description: Just northeast of where it intersects with Mountain Highway, Lynn Valley Road crosses Hastings Creek. There used to be a wooden bridge here. In this 1909 view, we see this bridge and a messy scene of waste timber. Notice the wooden flume crossing the photo from the left to the right. This was a trough filled with flowing water. Like an old fashioned conveyer belt, it carried newly cut shingle bolts down from upper Lynn Valley to the Inlet and the mill. The main part of the bridge dipped under the flume, because in those days flumes had the right of way.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 99. Credit: NVMA 191</p>	
<p>Photograph 24</p> <p>Year: 2007</p> <p>Description: In this 2007 photo, we see the same view of Lynn Valley Road as shown in Photograph 23, except there is a modern bridge there with a paved road on top. You would hardly notice that you are actually crossing Hastings Creek.</p> <p>Reference: <i>Time Travel in North Vancouver</i>, page 99. Credit: Sharon Proctor Collection</p>	

Photograph 25

Year: 1924

Description: This photograph features students posing outside Queen Mary School in 1924. Queen Mary School was built in 1914 in response to over crowding at other schools in the area including Central School (now the site of Presentation House Arts Centre), Lonsdale and Ridgeway Schools. Queen Mary was an architectural wonder with its three-storey brick-and-stone walls and cupola. (Compare with Photograph 26)

Credit: NVMA 7481



Photograph 26

Year: 2010

Description: This photograph features Queen Mary School in 2010. Queen Mary School is now called Queen Mary Community School and it serves students from Kindergarten to Grade 7. This photo was taken by Nancy Kirkpatrick for the purposes of a photo contest put on by the North Vancouver Museum & Archives. Her son Conor McCarthy merged this photograph with photo 7481 (Photograph 25) to highlight the comparison between Queen Mary School then and Queen Mary School now. Visit the Museum's Flickr site (<http://www.flickr.com/groups/thenandnow/>) to see more.

Credit: Nancy Kirkpatrick



## Worksheet A-2

### “Community: People, Places, Things and Activities”


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

People	Places
Things	Activities

Worksheet A-3

“Photo Detectives”

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

Photo #	Description	
	People  Objects  Activities	T  H  E  N
	People  Objects  Activities	N  O  W



Look closer at the *Then and Now* photos. What is **similar** about the two photos and what is **different**?



Similarities	Differences

## Bibliography

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Concepts. *The Historical Thinking Project*. September, 2011. <<http://historicalthinking.ca/concepts>>

## Contact Information - North Vancouver Museum & Archives

Education Programmer

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604.990.3700, ext. 8007

General Enquiries/Bookings

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604.990.3700, ext. 8016

Community History Centre

3203 Institute Road

North Vancouver, BC V7K 3E5

1 block east of Mountain Highway off Lynn Valley Rd

Open: Thursday and Friday, noon – 5 pm and Saturday, 10 am – 5 pm

Museum Galleries

Presentation House Arts Centre

209 West 4<sup>th</sup> Street

North Vancouver, BC

Open: Thursday to Sunday, noon – 5 pm



## Evaluation form

### Teacher Survey

1. How did you hear about the **North Vancouver: Then and Now** program?

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2. Did the **North Vancouver: Then and Now** program support your curriculum goals?

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3. Were the archival photographs helpful in highlighting how communities have changed over time?

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4. How useful was the Teacher's Package in providing appropriate learning activities for your class?

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5. In your opinion, what was the most successful learning activity in the Teacher's Package? Why?

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6. The North Vancouver Museum & Archives have an Educational Resource Centre for Teachers. We can lend teachers items like books, tapes, videos, photographs and artifacts. Do you think you would be interested borrowing items like these for your classroom? What hours would best suit your schedule?

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Please return this form to:

Shirley Sutherland, Assistant Director  
North Vancouver Museum and Archives  
Community History Centre  
3203 Institute Road  
North Vancouver, B.C. V7K 3E5

OR fax to 604.987.5688