

# Teacher's Corner: Yukon Women and Children

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*Beaded baby belt from the collection of the Dawson City Museum and Historical Society*

### Introduction

#### *Organization of Lessons*

The lesson plans included in the Teacher's Corner section of the *Yukon Women and Children* virtual exhibit are designed to encourage teachers and students throughout Canada to explore the Yukon's people and their history. Historical and contemporary photographs from the Yukon Archives, member institutions of the Yukon Council of Archives and other organisations and individuals, along with substantive text, are used as the main resources for student inquiry.

There are five lesson plans, designed for either Grade 4/5 students or for Grade 10/11/12 students. Each lesson includes a warm-up activity, main lesson activity and a wrap-up. Extension activities and assessment ideas are also included. Teachers should feel welcome to change or adapt any of the lesson activities and/or assessment ideas to suit the interests and learning styles of their students.

#### *Correlation to the BC/Yukon curriculum and the rest of Canada*

The Yukon and British Columbia follow the same curriculum. Each lesson is correlated to match the Prescribed Learning Outcomes (PLOs) outlined in the British Columbia Integrated Resource Packages (IRPs). The IRPs for all courses mentioned in the lessons can be found in full text by going to: <http://www.bced.gov.bc.ca/irp/irp.htm>.

Much of the curriculum across the country is similar. All teachers, from every territory and province, are encouraged to use these lessons.

#### *Primary and Secondary Resources*

Teachers may wish to begin this exploration into the Yukon's past by first discussing with students the significance of primary and secondary resources. Highlighting the power of original historical photographs will assist in raising students' interest.

#### *Key Words*

Each lesson also lists Key Words from the virtual exhibit that may be unfamiliar to some students. Key Words are listed, with their definitions, in the glossary on the web site. Teachers may wish to assist students with additional words if necessary.

#### *Blackline Masters*

Four of the lesson plans also include blackline masters (BLMs) to help teachers deliver lessons. All BLMs can be easily downloaded and reproduced for individual student use and/or used as overhead demonstration sheets for the class.



### Summary

Students are first asked to review the photos (not the text) and make predictions with a partner about what having children and raising infants might have been like in the early years. They then use a chart to compare and contrast their mothers' experiences with those of women in the past. They share the highlights of and conclusions from their individual charts with the class.

### Materials required

BLM 1.1 That Was Then and This is Now: Compare and Contrast

Flip-chart paper and markers

Duration: 60-75 minutes

## Lesson Topic 1

### Birth and Infancy: Comparing and Contrasting the Past with the Present

**Recommended grade and subject:**

**Grade 10, Social Studies 10; Grade 11, Social Studies 11; Grade 12, B.C./Yukon First Nations 12**

Educational objectives:

1. to examine primary sources to gain understanding about the experiences of women during pregnancy, childbirth and raising young infants
2. to compare and contrast the experiences of women in the past with their own
3. to demonstrate an understanding about both the joys and the challenges that early Yukon women faced as they started families

### Curriculum learning outcomes

#### *Social Studies 10*

*Applications of Social Studies*

- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources

#### KEY WORDS

midwife, afterbirth, memoir

*Society and Culture*

- identify the changing nature of families and women's roles in Canadian society
- assess the interaction between aboriginal people and non-natives

#### *Social Studies 11*

*Skills and Process I*

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- gather relevant information from appropriate sources



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### *Skills and Process II*

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- demonstrate appropriate research skills, including the ability to collect original data, compile and document task-specific information from a wide variety of print and electronic sources; present and interpret data in graphic form; and understand the nature of and appropriate uses for primary and secondary sources

### *Social Studies I*

- describe the role of women in the development of Canadian society

## ***B.C./Yukon First Nations 12***

### *Skills and Processes*

- demonstrate the ability to think critically, including the ability to gather relevant information from appropriate sources
- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- demonstrate appropriate research skills, including the ability to collect original data, compile and document task-specific information from a wide variety of print and electronic sources; present and interpret data in graphic form; and understand the nature of and appropriate uses for primary and secondary sources

### *Land and Relationships I*

- analyse the relationship of First Nations people with the natural world by relating the traditional settlement and lifestyle patterns of a local First Nation to the environment
- describe traditional B.C./Yukon First Nations technologies, including the uses of plants and animals



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### *Land and Relationships II*

- describe the exchanges of ideas, practices and materials among First Nations

### *Leadership and Self-Determinations I*

- identify historic and contemporary challenges facing aboriginal women within aboriginal and Canadian societies

### **Warm-up Activity**

#### Making Predictions

1. Ask students to work in pairs reviewing the photos only from the “Birth and Infancy” section.
2. Have each pair of students make predictions about what the section “Birth and Infancy” will be about by doing the following:
  - Looking carefully at the photo of the older midwives, describe what they think the experience of giving birth would have been like during these early years for First Nations women.
  - Reviewing all the photos that have infants in them, describe what life would have been like for both the women and the infants during these times.
  - After looking at the photos in this section with non-native people, analyse how life might have changed for the Yukon First Nations families after the arrival of non-native people.
3. Have students record their answers on flip-chart paper and be prepared to “pair and share” with the class.

### **Activity**

#### *That Was Then and This is Now: Compare and Contrast*

1. Explain to students that they will be examining how things have changed for Yukon women in terms of having children and raising a family. They will compare and contrast the experience of childbirth and raising an infant in the early years with their own life experience and that of their mothers.

NOTE: Some students may prefer to use the experience of a relative or a fictitious person rather than their own mother; be sensitive to students’ personal comfort level.



### BLM 1.1: That Was Then and This is Now — Compare and Contrast

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2. Have students work individually completing **BLM 1.1**. You may wish to do an example or two with the class for demonstration purposes.
3. These are the questions they will be examining:
  - How alike or similar was their mothers' experience of childbirth and life with an infant compared to that of early Yukon women? Consider experiences during pregnancy, the location of the birth, assistance and support at the birth, traditions/experiences immediately after the birth, looking after a young infant, etc. Students may wish to use these subtopics to focus their ideas and/or choose their own.
  - How different was their mothers' experience of childbirth and life with an infant compared to that of early Yukon women? Consider experiences during pregnancy, the location of the birth, assistance and support at the birth, traditions/experiences immediately after the birth, looking after a young infant, etc. Again, students may use these subtopics and/or choose their own.
4. After they have completed the "how alike" and "how different" sections, ask students to complete the chart by making some concluding remarks about the key similarities and key differences.

### Wrap-up

#### *Sharing Experiences*

1. Using 1) an enlarged "Compare and Contrast" chart (on the blackboard or flip-chart paper) or 2) an overhead of BLM 1.1, record samples of student responses. During this sharing and class discussion time encourage students to focus on both the joys and challenges of women's experiences in the past and present.
2. You may wish to conclude the lesson by asking each student to read to the class the final concluding remarks from their charts.



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### *Extensions*

1. Ask students to imagine they are living in the Yukon 50 years in the future and about to give birth or assist with a birth. Ask them to complete a second “Compare and Contrast” chart, but this time, rather than using their own mothers’ experience, they are to examine early Yukon women’s experience with that of women living 50 years in the future. “Pair and share” their charts with the class.
2. Ask students to use the “Compare and Contrast” chart; this time they will focus on the similarities and differences between First Nations and non-First Nations women during those early years of childbirth and raising an infant. You may wish to assist them with their subtopics and/or do a class demonstration on how to begin completing the chart.
3. Ask students to interview an elder (First Nations and/or non-First Nations) about her experiences and knowledge in terms of cultural traditions surrounding childbirth and infancy. Students could share their interview experiences with the class.

### *Assessment ideas*

1. Assess students’ contributions to the warm-up activity on the basis of such things as how well they worked together as partners, completion of the flip-chart activity, how well they presented their ideas to the class, etc.
2. Ask students to hand in their “Compare and Contrast” charts for marking.
3. The charts from the extension activities might also be handed in for marking.





### Summary

Students begin by reflecting on their life so far growing up in the Yukon. What do they do for fun? What chores do they have to do? What has school been like, etc? Each student will then assume the role of a ten-year-old growing up in the Yukon during the early 1900s. They are asked to record notes as they review the archival photos and text from the section "Growing Up in the Yukon," then write a memoir. Memoirs are then shared in small groups.

### Materials required

BLM 2.1 My Life Growing Up: Concept Map

BLM 2.2 Key Points from "Growing Up in the Yukon"

Duration: 60-90 minutes

## Lesson Topic 2

### Growing Up in the Yukon: Creating a Memoir

**Recommended grade and subject:**  
**Grade 4, Social Studies 4**

Educational objectives:

1. to demonstrate an understanding of the similarities and differences between growing up in the Yukon during the early 1900s and the present
2. to develop skills in examining experiences from various perspectives
3. to synthesize historical events and experiences so that they can be recorded in personal memoirs

### Curriculum learning outcomes

#### Grade 4 Social Studies

##### *Applications of Social Studies*

- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details

##### *Society and Culture*

- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various aboriginal cultures in Canada

##### *Environment*

- analyse how people interact with their environment, in the past and in the present

**KEY WORDS**  
residential schools





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### BLM 2.1 My Life Growing Up — Concept Map

#### Warm-up Activity

##### Thinking Back

1. Ask students to think back to when they were very young children. Using **BLM 2.1** they will record what they remember about their early childhood using the following headings:

- where I grew up (town, rural or urban, setting, etc.)
- free time (favourite activities, toys, games, sports, etc.)
- responsibilities (what chores I did, etc.)
- education (where I went, teachers, what my family taught me, etc.)

2. One square is not labelled. Ask students to come up with their own heading for it (e.g. friends, significant relatives, family trips, summer holidays, pets) and fill in the square with what they remember.

3. Ask students to share some of their childhood memories with the class.

4. Explain to the class that they are about to examine what growing up in the Yukon was like in the early days.

#### Activity

##### Writing Memoirs

1. Introduce the class to the idea of memoirs (a written account of the author's personal experiences). You may wish to read excerpts from famous memoirs. (The school librarian will be able to help you find some and/or there are numerous ones available through the internet.)

2. Have students begin by reading the text and examining the photos from each of the sub-sections (Play, Work/Chores, Education and Spirit) of the "Growing Up in the Yukon" section. Ask them to use **BLM 2.2** to record their key/summary points from each of the subsections. You may wish to complete the first one with the class as a whole.

3. Once students have completed their summary notes, they should write a one- to two-page memoir, taking the role of a ten-year-old who is growing up in the Yukon during the early 1900s. They should answer the following questions:

### BLM 2.2 Key Points from "Growing Up in the Yukon"



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- Where did you grow up?
- What was your home like?
- What did you do for fun?
- What were your family and neighbours like?
- Did you go to school? If so, describe it.
- What did you learn from family and relatives?
- What daily chores did you have to do?
- What were some of things your mother did daily? Your father/grandparents etc?
- What role, if any, did the church play in your life?

4. When students have completed their memoirs they could form small groups and take turns reading their memoir to the group.

5. Ask students to share what they liked about some of the memoirs they heard. Discuss what they would like and dislike about growing up during that time.

### *Wrap-up*

1. Discuss with students how life would have been different growing up in those early years. What would have been the challenges and the positive aspects of life then for children? Try to elicit ideas about how life is different for young children now in both positive and negative ways.

### *Extensions*

1. Have students form small groups and compare and contrast the similarities and differences between young boys and young girls growing up the Yukon in the early 1900s. Have each group record the similarities and differences.

2. This could be followed by asking each group to examine the similarities and differences between boys and girls growing up in the Yukon during the present time.

3. Have each group share its findings. Discuss as a class whether or not things are more similar or more different for boy and girls now, compared to the early years.



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### *Assessment ideas*

1. Ask students to hand in both their concept maps and memoirs for marking.
2. For those students completing the extension activities, assessment could also be done on their participation and contributions to the group process, as they examine similarities and differences re: boys and girls, past and present.



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### Summary

Students begin by working in small groups preparing a point-form biography of a Yukon woman based on one of the archival photos. The class then reviews the photos and text from the “Yukon Women Work Hard” section. Students should focus on what life would have been like for these women. Each student then writes and performs a monologue, assuming the role of one of the women. A class discussion, with specific focus questions, will wrap up this lesson.

### Materials required

BLM 3.1 Monologue of a Yukon Woman

Flip-chart paper and markers

Duration: 90-120 minutes

### Lesson Topic 3

#### Yukon Women Work Hard: Creating a Monologue

##### *Recommended grade and subject*

**Grade 10, Social Studies 10; Grade 11, Social Studies 11; Grade 12, B.C./Yukon First Nations 12**

Educational objectives:

1. to examine primary and secondary sources in order to gain a better understanding of the lives of early Yukon women
2. to create a biographical sketch and a monologue, both of which require describing the life of an early Yukon woman
3. to compare and contrast the challenges with the highlights of early Yukon women in various roles such as teacher, nurse, housewife, etc.

### Curriculum learning outcomes

#### *Social Studies 10*

##### *Applications of Social Studies*

- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources
- plan, revise and deliver a formal presentation

##### *Society and Culture: 1815-1914*

- identify the changing nature of families and women's role in Canadian society
- assess the interaction between aboriginal people and non-natives

### KEY WORDS

**babiche**



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### *Social Studies 11*

#### *Skills and Processes I*

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- gather relevant information from appropriate sources

#### *Skills and Processes II*

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- demonstrate appropriate research skills, including the ability to collect original data; use a range of research tools and resources; and understand the nature of and appropriate uses for primary and secondary sources

#### *Social Issues I*

- identify elements that contribute to the regional, cultural and ethnic diversity of Canadian society
- describe the role of women in the development of Canadian society

#### *Cultural Issues*

- describe the role of Canada's First Nations peoples in shaping Canadian identity

### *B.C./Yukon First Nations 12*

#### *Skills and Processes*

- demonstrate the ability to think critically, including the ability to gather relevant information from appropriate sources
- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- demonstrate appropriate research and oral and written presentations skills, including the ability to obtain and



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interpret material from a wide variety of primary and secondary sources, including print sources, electronic sources and First Nations oral traditions; present them in oral and written form; and design, construct, compose and perform a monologue

### *Leadership and Self-Determinations I*

- identify historical and contemporary challenges facing aboriginal women

### *Warm-up Activity*

#### *Group Biography*

1. Organise students into small groups and have them preview the photos from the section "Yukon Women Work Hard." Have the group members choose one photo that really stands out for them.
2. Ask them to imagine what this woman's life was like. Using point-form notes on a flip-chart sheet, they should answer the following questions:
  - Where was she born? (the Yukon or somewhere else?)
  - Where did she grow up?
  - What was her childhood like?
  - What was her life like as an adult?
  - Was she married? Did she have children?
  - Describe a typical week: what did she do?
  - What did she like and not like about her life?
  - What clues are in the photo to help the group tell us about her life?
3. Encourage students to be as creative as possible and to have some fun. (Remember: not every answer will be stated in the text.)
4. Ask each group to share its point-form group biography with the class. Make sure the class can see the photo they are using.



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### Activity

#### Monologue

#### BLM 3.1 Monologue of a Yukon Woman

1. Ask students to review the photos and text from this section. You may wish to do this as a class (include some class discussion about what they see and read).
2. Introduce the idea of a monologue (a speech performed by one person). Each student is to choose one woman (a different one from the one they used for their group biography in the warm-up activity) and write a monologue as if he or she were that person. You may wish to share some sample monologues with the class at this point (ask your librarian for assistance and/or check out the internet).
3. Each monologue should be approximately two pages long and will be performed for the rest of the class. **BLM 3.1** will help students prepare notes for their monologue.
4. Provide ample time for students to practice their monologues. Encourage them to bring in a prop or two to really bring the monologue alive.
5. After each monologue is performed, give the student "audience" an opportunity to ask the student a few questions about herself (as he or she continues to stay in that role).

### Wrap-up

1. Complete this lesson with a class discussion that examines the following questions:
  - Would you have liked to be a woman in the Yukon during the early days? Why or why not?
  - Which women do you think had it easier? Why? Which ones had it the hardest? Why?
  - What stood out for you as the most challenging thing about living during this period?
  - Which women characters (from the monologues) did you particularly enjoy and/or would have liked to meet? Why?





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### *Extensions*

1. Ask students to assume the role of Edith Josie. They are to write an article for the newspaper that tells about an event that took place in Old Crow.
2. Have students write a "Position Available" job description for a local Yukon community that is looking for a nurse, teacher, cook, etc. They should include the working conditions, available housing, salary, job responsibilities, etc.

### *Assessment ideas*

1. Assess students on their group effort from the warm-up activity (i.e. how well they worked together preparing the biography, neatness and completeness of notes of the flip-chart sheet, presentation of biography to the class, etc.).
2. The monologue could be assessed in terms of how well the student performed it. The written piece could also be handed in for marking.
3. Both extension activities could also be assessed.



### Summary

Students begin by brainstorming what they already know about what Yukon women have done, in the past and present, to make a difference to their communities.

After reviewing the text and photos from “Building Community,” students record the various individuals and women’s groups.

Students are then assigned the task of choosing a current challenge facing Yukoners and designing a response or action plan to address it. These are shared with the class.

### Materials required

Flip-chart sheets and markers

**Duration: 60-90 minutes**

## Lesson Topic 4

### Building Community: Yukon Women Making a Difference

#### ***Recommended grade and subject***

***Grade 11, Social Studies 11;***

***Grade 12, B.C./Yukon First Nations 12***

Educational objectives:

1. to identify issues that Yukon people have faced or are currently facing and what responses have been used to try to make a difference
2. to design an action plan that could be used in response to a current issue or challenge that Yukon people face
3. to demonstrate understanding and respect for Yukon women, both past and present, who have dedicated their time and energy to improving the lives of Yukon people

### Curriculum learning outcomes

#### ***Social Studies 11***

##### ***Skills and Processes I***

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- gather relevant information from appropriate sources

##### ***Skills and Processes II***

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- demonstrate appropriate research skills, including the ability to collect original data, understand the nature of and appropriate uses for primary and secondary sources

#### **KEY WORDS**

**Boer War**



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### *Social Issues I*

- describe the role of women in the development of Canadian society

### *Social Issues II*

- recognize the importance of both individual and collective action in responsible global citizenship
- identify and assess social issues facing Canadians

### *Cultural Issues*

- describe the role of Canada's First Nations peoples in shaping Canadian identity

## ***B.C./Yukon First Nations 12***

### *Skills and Processes*

- demonstrate the ability to think critically, including the ability to gather relevant information from appropriate sources
- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently
- design, implement and assess detailed courses of action to address First Nations issues
- demonstrate appropriate research and oral and written presentation skills — including the ability to obtain and interpret material from a wide variety of primary and secondary sources, including print sources, electronic sources and First Nations oral traditions — and present it in oral and written form

### *Leadership and Self-Determination I*

- identify historical and contemporary challenges facing aboriginal women within aboriginal and Canadian societies
- describe the roles, responsibilities and achievements of current aboriginal groups and leaders at the local, provincial/territorial and national levels



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### Warm-up Activity

#### *Making A Difference*

1. Explain to students that this section examines both volunteer and political activities that Yukon women have been involved in that have made a difference. This might include what organized women's groups as well as individual Yukon women have done.
2. Divide students into small groups. Ask them to divide a flip-chart sheet of paper into two vertical columns. The title of the first column will be "Challenges" and the second column "Women's Responses." Ask students to brainstorm the following in their group:
  - Identify two challenges faced by people in the Yukon over the past 100 years, e.g. how to help those less fortunate, or surviving in a predominately-male Dawson City during the gold rush. Have students record two challenges and responses to them from Yukon women.
  - Next, have them brainstorm two present-day challenges faced by Yukon people. Again, have them record what Yukon women are doing to try and address these challenges. An example might be domestic violence. Have them record both challenges and responses on their chart.
  - Finally, ask them to think into the future, perhaps 25 or 50 years from now. What challenges do they think Yukon people might face then? How might women address them? Record the responses on their chart.
  - Have each group present their charts to the class. Encourage discussion that will bring forward more ideas and reveal what they already know.

### Activity

1. Ask students (in their same small groups) to create a second two-column chart on a flip-chart sheet. This time they are to review the text and pictures from the "Building Community" section and record on their chart the challenges to Yukon people and responses from Yukon women that are described.
2. You may wish to do the first one with the whole class. For example, converting souls and helping the needy during the



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Klondike Gold Rush might be the first challenge; describing what the female volunteers from the Salvation Army did would be the response.

3. Assign each group one example to present to the class (e.g. Salvation Army, Imperial Order of the Daughters of the Empire, Girl Guides of Canada, Kaushee Harris, Whitehorse Minibus Society, Norma Kassi) while the rest of the groups check their charts to ensure they have all the key points.

### *Wrap-up*

1. Assign each group a final task of designing their own response or initiative to address a challenge that Yukoners now face (or more specifically, a challenge that Yukon youth face). Describe the challenge in as much detail as possible. What would they do to try to and respond to it?

2. Ask each group to record their challenge and plan and share with the class.

### *Extensions*

1. Students could take their action plan one step further. They could, for example, write a letter to the editor of a local newspaper expressing their concerns and ideas regarding the challenge they identified in the wrap-up activity, invite a local politician to visit the class to discuss their “challenge,” etc.

2. Ask students to choose one extant individual or organized group that was presented in this section. Students could then arrange an interview to find out more about the challenge and the individual’s or organized group’s role in response to it. The woman/women could be invited to visit the class and share their perspectives.

### *Assessment ideas*

1. Assess students on how well they completed and presented both of their charts. This might include a peer mark as well as a teacher-assigned mark.

2. Students could also be assessed on how well they designed an action plan. Was it realistic? Did they include details of how it would happen?



### Summary

Students begin by taking the “Outstanding Yukon Women Quiz” to see what they already know. Students are then asked to create and play a “Who Am I?” game show that tests their knowledge of these women.

### Materials required

BLM 5.1: Outstanding Yukon Women Quiz

Flip-chart paper and markers (optional)

Index cards (approximately 40–50)

Duration: 60-90 minutes

## Lesson Topic 5

### Getting to Know Outstanding Yukon Women

#### **Recommended grade and subject**

**Grade 10, Social Studies 10; Grade 11, Social Studies 11; Grade 12, B.C./Yukon First Nations Studies 12**

Educational objectives:

1. to demonstrate basic knowledge about well-known Yukon women, both past and present
2. to examine primary and secondary sources to determine key information
3. to take part in developing a class activity that will test students’ knowledge

### Curriculum learning outcomes

#### ***Social Studies 10***

##### *Society and Culture*

- identify the changing nature of families and women’s roles in Canadian society
- describe contributions to the development of Canada made by aboriginal people, the French and the British

#### ***Social Studies 11***

##### *Social Issues I*

- describe the role of women in the development of Canadian society

##### *Cultural Issues*

- describe the role of Canada’s First Nations peoples in shaping Canadian identity

#### ***B.C./Yukon First Nations 12***

##### *Skills and Processes*

- demonstrate appropriate research and oral and written presentation skills, including the ability to obtain and interpret material from a wide variety of primary and

### KEY WORDS

linguist, prison  
matron, matriarch,  
ethnography,  
lineage



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secondary sources, including print sources, electronic sources and First Nations oral traditions

### *Cultural Expression: Oral Traditions and Literature*

- analyse stereotypical and authentic portrayals of First Nations people in various works, both historical and contemporary
- explain the importance of First Nations peoples' determining the use of their artistic traditions, including traditional stories

### *Warm-up Activity*

#### *Outstanding Yukon Women Quiz*

1. Ask students to complete **BLM 5.1** to see what they already know about famous Yukon women. You might encourage students to take this quiz without reviewing any of the text and photos just to see what they already know. They will have a second chance to take the quiz at the end of this lesson. An abridged version of this quiz can also be done on-line.
2. You may want to use the same quiz as either a wrap-up or an assessment tool at the end of the lesson.

### *Activity*

#### *Who Am I? Game Show*

1. Explain to students that they are going to create and play a game show called "Who Am I?"
2. Divide the class into two groups. Each group is to design "Who Am I?" questions that will be recorded on index cards. For example, one card might say, "I came to Herschel Island with my husband. As the years passed I developed many strong friendships with the Inuit and First Nations people." The answer (in this case Sarah Ann "Sadie" Stringer) would be recorded on the back of each card.
3. Students will need to review the text and photos from the section "Outstanding Yukon Women" before writing their questions. Encourage students to include questions that require some examination and interpretation of the photos. Remind them that a picture is worth a thousand words.

## **BLM 5.1 Outstanding Yukon Women Quiz**





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4. After each group has recorded a minimum of 20 questions (one question on each index card) the game can begin.
5. Assign a game show host and a scorekeeper from each team. Both hosts will sit at the front of the class and read their teams' questions to the opposite team (i.e. Team A host will read a question for Team B to answer, then Team B host will read a question for Team A to answer). The host will first ask a specific student and will only allow her/his team members to assist if she/he cannot answer it. You may wish to set a time limit of 30 seconds per response.
6. Scoring
  - 3 points if the person can correctly answer the question within the allotted time period (without any help from other team members, or any time reviewing the text or photos);
  - 2 points if the questions is answered correctly after other team members help (again, no time is permitted to review the text or photos); and
  - 1 point if the team needs a quick glance at the text or photos from this section before answering (again, you may want to limit this to 30 seconds).

The scorekeeper from each team is responsible for recording the points gained from the opposing team (perhaps on flip-chart paper or the blackboard).

7. Once all questions have been asked, scores are tallied; the winning team will be the one with the greatest number of points.

### *Wrap-up*

1. Ask students to think about who they might like to be (and why) if they could be any one of the women from this section. Allow them to record their answers in a paragraph or two, then have them share their responses with the class.
2. Ask students to take the quiz a second time and try to improve their scores.



## Yukon Women and Children

### *Extensions*

1. Ask students to choose one woman and conduct further research about her. This might include trying to interview the woman or a living relative, using the Yukon Archives, library and/or internet sources, etc. Students could then a) make a poster with pictures and text highlighting the woman's accomplishments, or b) conduct a mock interview with a partner, with one person playing the part of the interviewer and the other playing the outstanding woman.

### *Assessment ideas*

1. The second quiz, carried out during the wrap-up activity, could be marked. Additional short-answer questions might be included as part of a mini-test on this lesson.
2. Students could submit their paragraph(s) from the wrap-up activity explaining why they would like to be a certain woman.

**Blackline Master 1.1: That was Then, This is Now — Compare and Contrast**

Name \_\_\_\_\_

Date \_\_\_\_\_

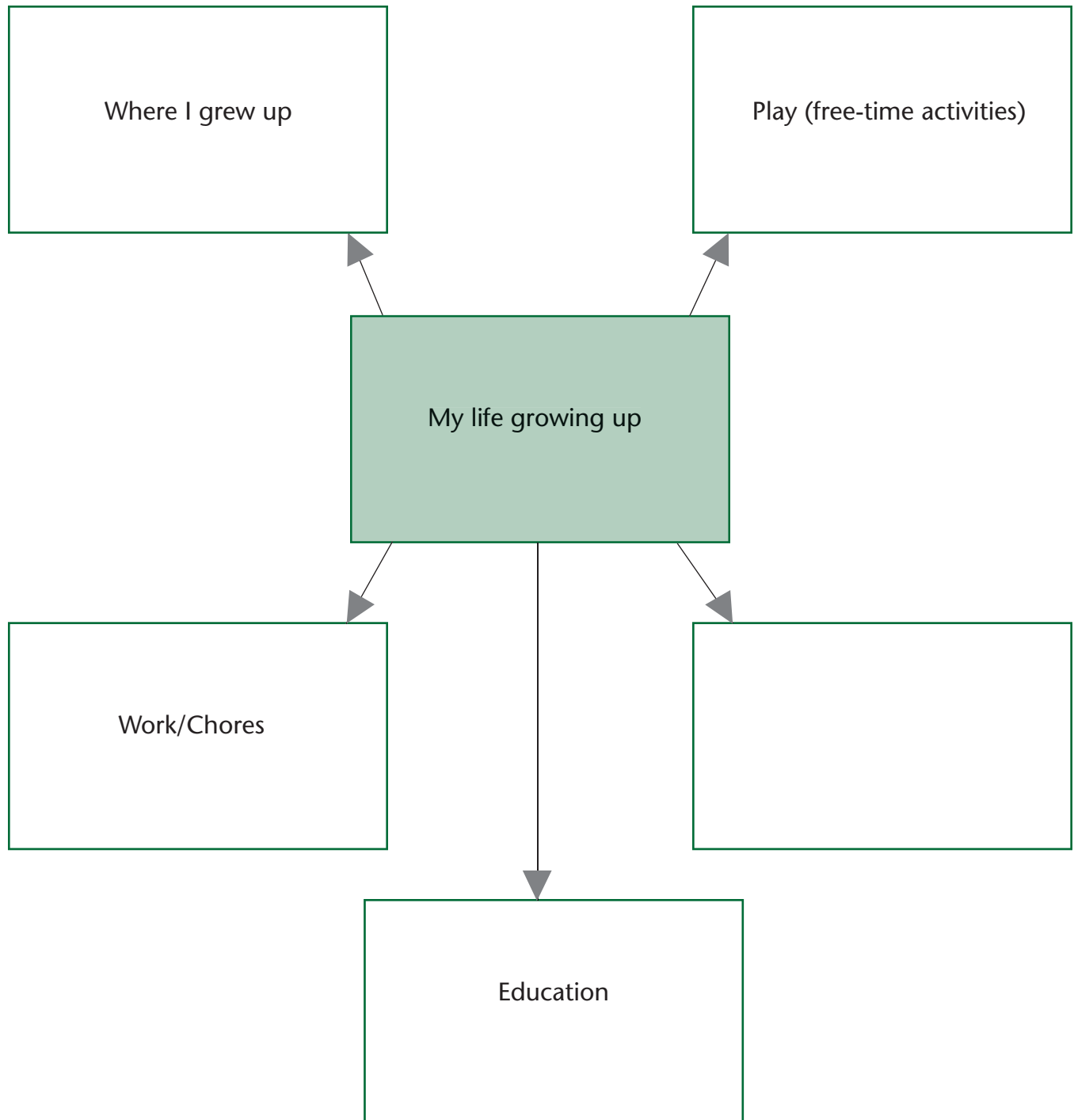
*Birth and Infancy: Compare and contrast your mother's experience and that of early Yukon Women*

	How alike are they?	How different are they?
During pregnancy		
Location of birth		
Support during birth		
Traditions after birth		
Caring for an infant		
Concluding remarks		

**Blackline Master 2.1: My Life Growing Up — A Concept Map**

Name \_\_\_\_\_

Date \_\_\_\_\_



**Blackline Master 2.2: Key Points from “Growing Up in the Yukon”***Remember to review text and photos*

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Key Points from introductory paragraph:

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2. Key Points from “Play” subsection:

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3. Key Points from “Work/Chores” subsection:

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4. Key Points from "Education" subsection:

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5. Key Points from "Spirit" subsection:

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6. Additional Summary/Key Points:

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**Blackline Master 3.1: Yukon Women Work Hard — Creating a Monologue**

Name \_\_\_\_\_ Date \_\_\_\_\_

Remember: You may need to use your imagination to answer some of these questions.

Name of woman \_\_\_\_\_

1. Where was she born?

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2. Where did she grow up?

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3. What was her childhood like?

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4. Was she married?

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5. Did she have children? What was it like raising a family?

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6. Describe a typical week (i.e. how did she earn a living? what did she do in her spare time? other responsibilities, etc.)

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7. What does she like and not like about her life?

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8. What clues in the photo help you decide what she was like?

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9. What can you tell us about how she obtained the necessities of daily life?  
(You may wish to review the "Subsistence" subsection.)

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10. Any other additional comments about her? (i.e. for Yukon First Nations women, could include her First Nations name, whether she was a Wolf or a Crow, etc.)

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## Blackline Master 5.1: Outstanding Yukon Women Quiz

Name \_\_\_\_\_

Date \_\_\_\_\_

In the box on the right column, enter the correct letter (e.g. "A" or "G" that corresponds to the name listed on the right).

1. This women spoke both Tagish and Tlingit and devoted much of her life to documenting and preserving these languages.		A. Ellen Davignon
2. She climbed the Chilkoot Pass four years before the Klondike Gold Rush and lived in a log cabin on Miller Creek before moving to Dawson.		B. Ione Christensen
3. The wife of a well-known missionary, this woman lived on Herschel Island for many years, acting as teacher, nurse and friend to numerous Inuit and First Nations people.		C. Judy Gingell
4. This busy woman was secretary to nine Yukon Commissioners, often running the territorial government in their absence. The Women's Centre in Whitehorse is named after her.		D. Martha Benjamin
5. She was the first aboriginal woman to be appointed Commissioner of the Yukon.		E. Angela Sidney
6. This woman grew up at Johnson's Crossing and is well known for her humorous and touching writings about her life.		F. Victoria Faulkner
7. In 1987, this woman became the Yukon's second female Member of Parliament. Two years later, she became the first woman in North America to lead a national political party.		G. Lucille Hunter
8. One of the first African-American women to move to the Yukon, this woman raised her family here and eventually owned three gold mines in Dawson and a silver claim in Mayo.		H. Sarah Ann "Sadie" Stringer
9. In 1979 this woman was appointed the Yukon's first female Commissioner. She is currently the Yukon's senator.		I. Émilie Fortin Tremblay
10. This Old Crow resident became the first Yukon woman to win a national skiing title.		J. Audrey McLaughlin

## References

Note: full summary descriptions are found on the Yukon Education Resource Services website: <http://www.resourceservices.gov.yk.ca/>. See the Links section of the Virtual Exhibits website for a list of useful websites and additional suggested readings.

### *Kits*

**Call #: K3259**

Title: The Klondike Gold Rush  
Publisher: Wolf Creek Books, Whitehorse, YT, c1997  
Description: 28 postcards, 5 student books (112 p.), 1 guide (37 p.)  
Audience: Intermediate, grades 4–9

**Call #: K3090**

Title: Fort Selkirk Unit  
Publisher: Parks Canada  
Description: 1 videocassette, teacher notes, student copy, background material  
Audience: Senior, grades 10–12

**Call #: K1243**

Title: Early Yukon Cultures  
Publisher: Council of Yukon Indians, 1980  
Description: 2 filmstrips with guides, 1 cassette, 52 worksheets, 20 student models, 1 manual  
Audience: Intermediate, grades 4–6

**Call #: SO 0406**

Title: Angela Sidney Legends  
Description: 1 cassette (sound recording)  
Audience: Senior, grades 10–12

### *Publications and Reports*

**Call #: 324.2 Hay**

Title: Yukon Women of Power: Political Pioneers in a Northern Canada  
Author: Hayden, Joyce  
Publisher: Windwalker, c1999, Whitehorse, YT  
Description: 703 p.

**Call #: 398.2 NED**

Title: Old People in Those Days: They Told Their Stories All the Time  
Author: Ned, Annie  
Publisher: Yukon Native Language Project, 1984  
Description: 68 leaves

**Call #: 971.9 YUK**

Title: Fort Selkirk Elders Oral History Project  
Publisher: Heritage Branch, 1987  
Description: 38 p., maps; 28 cm.

**Call #: 971.9 CRU**

Title: Their Own Yukon: A Photographic History by Yukon Indian People  
Publisher: Yukon Native Brotherhood/Yukon Press Ltd. c1975  
Description: 180 p., chiefly illustrations

**Call #: 305.4 MOO**

Title: Our Land Too: Women of Canada and the Northwest, 1860-1916  
Publisher: Government of the Yukon, c1992  
Description: 98 p.

**Call #: 929.2 SID**

Title: Haa Shagoon: Our Family History  
Publisher: Council of Yukon Indians and Yukon Native Language Centre  
Description: 60 leaves, genealogical tables, maps

### *Videos*

**Call #: VT 4495**

Title: From Yesterday to Tomorrow, History of Yukon Land Claims  
Publisher: Whitehorse, YT: Council of Yukon First Nations, c1998  
Description: 1 videocassette (55 minutes)  
Audience: Junior, grades 7–9

**Call #: VT 441**

Title: Sternwheelers on the Yukon  
Publisher: Yukon Transportation Museum and Logan Video  
Description: 1 videocassette (60 minutes)  
Audience: Intermediate, grades 4–12

**Call #: VT 3611**

Title: A Century of Yukon Women  
Publisher: Women's Directorate and Department of Education of Yukon Government  
Description: 1 videocassette, (16 minutes)  
Audience: Intermediate, grades 4-12

**Call #: VT 0394**

Title: The Yukoners: Martha Louise Black  
Publisher: Yukon Department of Education  
Description: 1 videocassette (36 minutes)  
Audience: Junior, grades 7-12

## References

## Yukon Women and Children

**Call #: VT 4515**

Title: A Scattering of Seeds II, the Martha Black Story  
Publisher: Toronto ON, White Pine Pictures, c1997  
Description: 1 videocassette (23 minutes)  
Audience: Junior, grades 7–12

**Call #: VT 4993**

Title: Haa Shagoon — Our History: John Adamson  
Story Publisher: Northern Native Broadcasting,  
Yukon, c2001  
Description: 1 videocassette, (24 minutes)  
Audience: Intermediate, grades 4–12

**Call #: VT 2621**

Title: Alaska Highway: the first 50 years  
Publisher: Public Works Canada, 1991  
Description: 1 videocassette (29 minutes)  
Audience: Primary, grades K–12

**Call #: VT 2379**

Title: In the Days of the Riverboats  
Publisher: National Film Board of Canada , 1981  
Description: 1 videocassette (19 minutes)  
Audience: Intermediate, grades 4–12

**Call #: VT 4075**

Title: The Streets were Paved with Gold  
Publisher: Pictorial Histories (1977)  
Description: 1 videocassette (20 minutes)  
Audience: Primary, grades K–12

**Call #: VT 0309**

Title: Age of the Beaver  
Publisher: National Film Board of Canada. 1952  
Description: 1 videocassette (20 minutes)  
Audience: Junior, grades 7–12

**Call #: VT 4854**

Title: The Pathfinders: 1670–1850 (from *Canada: A People's History*)  
Publisher: CBC, 2000, Toronto, ON  
Description: 2 video cassettes (120 minutes)  
Audience: Intermediate, grades 4–6

**Call #: VT 3751**

Title: Challenge from Dawson: from the Gold Rush  
Publisher: Production House, 1994  
Description: 1 videocassette (23 minutes)  
Audience: Primary, grades K–12

**Call #: VT 4588**

Title: Chilkoot Trail  
Publisher: Good Earth Productions, 1998  
Description: 1 videocassette (30 minutes)  
Audience: Junior, grades 7–12

**Call #: VT 4403**

Title: City of Gold  
Publisher: National Film Board of Canada, 1993  
Description: 1 videocassette (22 minutes)  
Audience: Junior, grades 7-12

**Call #: VT 4991**

Title: Heaven's Pass  
Publisher: Heaven's Pass Productions, 2001, Lower  
Post, BC  
Description: 1 videocassette (60 minutes)  
Audience: junior, grades 7–12

**Call #: VT 1658**

Title: Trapping  
Publisher: NNBY, 1987  
Description: 1 videocassette (29 minutes)  
Audience: Intermediate, grades 4-12

**Call #: VT 2376**

Title: Traditional Lifestyles and Crafts  
Publisher: NEDAA  
Description: 1 videocassette (60 minutes)  
Audience: Primary, grades K–12

**Call #: VT 3615**

Title: Potlatch: The Southern Tutchone Way  
Publisher: Council for Yukon Indians, 1994, 1992,  
Whitehorse YT  
Description: 1 videocassette (36 minutes)  
Audience: Intermediate, grades 4-12

**Call #: VT 2133**

Title: Native Spirituality Today  
Publisher: NEDAA, 1989  
Description: 1 videocassette (22 minutes)  
Audience: Primary, grades K–12

**Call #: VT 2361**

Title: Native Women in Politics: Taking a Stand  
Publisher: NEDAA  
Description: 1 videocassette (27 minutes)  
Audience: Junior, grades 7–12