

# **Forests for the Future**

## **Unit 6**

### **Living and Working in Oona River: A Teacher's Guide**

**by Kenneth Campbell**



Living and Working in Oona River: A Teacher's Guide  
by Kenneth Campbell

Forests for the Future, Unit 6

© 2003 The University of British Columbia

This is one of a series of curriculum materials developed as part of the Forests for the Future project, funded by Forest Renewal BC Research Award PAR02002-23

Project Leader: Charles R. Menzies, Ph.D

Information about the project is available at [www.ecoknow.ca](http://www.ecoknow.ca)

Design and Production: Half Moon Communications

Permission is granted for teachers to download and make copies for their own use, and to make use of the blackline master for use in their own classrooms. Any other use requires permission of the Department of Anthropology, University of British Columbia, Vancouver BC.

Acknowledgements:

Thanks to the Forests for the Future project team and all of the various teachers, students, community members, and others who have contributed to making this project a success.

# Unit 6

## Living and Working in Oona River: A Teacher's Guide

### Contents

Introduction .....	4
Prescribed Learning Outcomes .....	6
Unit Outline .....	7
Lesson 1 Oona River: Building a Community .....	8
Lesson 2 Living in Oona River .....	10
Lesson 3 Oona River and the Forest Industry .....	15
Lesson 4 Oona River and the Fishing Industry .....	18
Lesson 5 Boat Building in Oona River .....	20
Lesson 6 Changing Economies .....	21
Lesson 7 Putting it Together: Sustaining Community Values .....	25

## Living and Working in Oona River: A Teacher's Guide by Kenneth Campbell

### INTRODUCTION

**Curriculum Area**  
Social Studies,  
Geography

**Grade Level**  
SS 11

For the first two-thirds of the Twentieth Century, British Columbia's north and central coasts were vibrant with a variety of communities and isolated settlements. First Nations people inhabited age-old villages and newcomers built salmon canneries, logging camps and sawmills. As the century moved on, however, technological change and economic factors brought about the abandonment of many of these resource-based settlements

Oona River is one of a handful of small coastal British Columbia communities which has managed to survive despite the changing political and economic landscape. Its economic base is firmly based in two of the province's principal industries, forestry and fishing, but fewer people are able to earn a living and reside there year round. Still, Oona River residents have sustained their independent lifestyle with an intimate understanding of the local ecology. What has enabled Oona River to survive?

The lessons in this unit are designed to meet the learning outcomes found in Social Studies 11, but they are readily adaptable to other courses. Oona River provides an excellent case study to examine how communities in British Columbia have evolved, how their residents utilize local resources, and how they adapt to changing economic and environmental issues.

By engaging with the story of Oona River and the unique people who make up the community, students will be able to consider their own lives and communities in new ways. Several themes emerge which can be linked to students' own experiences. Particularly important is the theme of lifestyle values. How do we choose where we live, and what does that choice say about what we value most? How do the tensions between a family's values for choice of lifestyle and the need for employment and education play out in the lives of British Columbians?

Another theme is the significance of distance. For people who have always lived in an urban setting with many people around them daily, it may be difficult to imagine life in a remote community. Many aspects of daily life are taken for granted, and most services such as shopping, medical and entertainment are readily accessible. For people living in places like Oona River, these require long journeys. Distance has many economic impacts due to transporta-

tion and shipping costs.

A third theme is Local Ecological Knowledge. Over nearly 100 years of living and working on the land and sea, the long-time residents of Oona River have gained considerable knowledge about the location of resources and ways in which the land and resources interact in complex ecosystems. The people have integrated this knowledge into their values and lifestyles. It informs many of the decisions they have made in their fishing, logging and sawmilling practices. Local knowledge was also applied to the skills of shipwrights who launched about 130 wooden fishing boats in Oona River.

The story of Oona River is one of survival. Four generations have made the community their home, adapting to changes brought about by local and global conditions. But will it continue to thrive? Key features are lacking or in short supply, such as a functioning school and stable local employment. On the other hand, new technologies like satellite television, telephone and mainline hydro power have reduced the distances. Will the River People continue to live and work at Oona River in the future? Will the values of integration and sustainability be viable in the 21st century?

### **Learning Resources**

Two resources have been developed for this unit.

- *Oona River: Between Forest and Sea*. This 40 minute video features interviews with members of the community, especially those directly involved in forestry and fisheries. The video is available from community and school libraries in Prince Rupert. Streamed versions can be viewed on the web at [www.ecoknow.ca](http://www.ecoknow.ca). Individual copies can be ordered by sending a cheque or money order (\$25.00 per video), payable to Forests for the Future Project, Dept. of Anthropology and Sociology, University of British Columbia, 6303 NW Marine Drive, Vancouver, BC, V6T 1Z1.
- *The River People: Living and Working in Oona River* (on-line booklet). This student resource book may be downloaded and individual student copies photocopied. It is available for download at [www.ecoknow.ca](http://www.ecoknow.ca).

### *Prescribed Learning Outcomes Social Studies 11*

#### *Economic Issues*

It is expected that students will:

- describe the stages of economic activity, including the acquisition of resources, production and distribution, the exchange of goods and services, and consumption
- describe economic cycles in Canada and the world, including the Great Depression
- assess implications of industrial and technological development for societies and cultures
- identify and assess economic issues facing Canadians

#### *Environmental Issues*

It is expected that students will:

- explain the environmental impact of economic activity, population growth, urbanization, and standard of living
- apply the following themes of geography to relevant issues:
  - location (a position on the earth's surface)
  - place (the physical and human characteristics that make a location unique)
  - movement (the varied patterns in the movement of life forms, ideas, and materials)
  - regions (basic units of study that define an area with certain human and physical characteristics)
  - human and physical interaction (the way humans depend on, adapt to, and modify the environment)
- identify and assess environmental issues facing Canadians

# Forests for the Future • Unit 6

---

## *Unit Outline*

### Lesson 1

#### Oona River: Building a Community

The unit begins with a study of early settlement on BC's north coast, the settlement practice known as pre-emption, and the coalescence of independent pre-emptors into a tightly-knit community. Students are asked to connect global and regional events with settlement patterns in Oona River.

### Lesson 2

#### Living in Oona River

Lesson 2 explores the lifestyle of people living in the remote community, and considers the values which inform the choices they make to live there, or make the decision to leave. Students compare Oona River lifestyle with their own, and use the information they have learned to decide where they would choose to live.

### Lesson 3

#### Oona River and the Forest Industry

The values implicit in Oona River's small-scale logging and milling operations are studied, and the effects of changing logging policies and markets on labour and population are discussed. Connections are made between the labour-intensive technologies used and the impact on the environment. Changes and future outlooks for sustaining a forestry industry in Oona River are analysed.

### Lesson 4

#### Oona River and the Fishing Industry

The history of fishing in Oona River is traced, looking at the impact of the changes on employment, environment and community viability.

### Lesson 5

#### Boat Building in Oona River

In this lesson, students look at the importance of boat building to the community of Oona River in the past and ways in which skills and knowledge from forestry and fishing are combined.

### Lesson 6

#### Changing Economies

Students use the knowledge they have learned to analyse the Oona River economy in terms of the stages of economic activity: acquisition of resources, production and distribution, the exchange of goods and services, and consumption. Students examine how the economy in Oona River has changed, and develop ideas for possible new ventures.

### Lesson 7

#### Putting it Together: Sustaining Community Values

The final lesson asks students to review and respond to the concepts and values they have studied in the unit.

# Forests for the Future • Unit 6

## Lesson 1

### Oona River: Building a Community

#### Materials

- Map or atlas showing British Columbia
- Video: *Oona River: Between Forest and Sea*  
The video is available from community and school libraries in Prince Rupert. Streamed versions can be viewed on the web at [www.ecoknow.ca](http://www.ecoknow.ca). Individual copies can be ordered by sending a cheque or money order (\$25.00 per video), payable to Forests for the Future Project, Dept. of Anthropology and Sociology, University of British Columbia, 6303 NW Marine Drive, Vancouver, BC, V6T 1Z1.
- *The River People: Living and Working in Oona River* (Student resource). Make individual copies for students. It is available for download at [www.ecoknow.ca](http://www.ecoknow.ca)

#### Major Understandings

- Both global and local events can be the impetus for settlement
- Large-scale economic cycles have a profound impact on local community demographics

#### Suggested Activities

1. Introduce the unit by finding Oona River on a map of British Columbia or Canada.
  - Ask students to describe its location in relation to other communities such as Gitxaala, Prince Rupert, Vancouver.
  - Find the nearest transportation routes such as highway, rail, shipping routes.
  - Ask students to predict what life in Oona River is like. How big do you think the population is? What do people do for a living? Why would people choose to live there?
2. View the video *Oona River: Between Forest and Sea*. It is about 40 minutes long.
  - The video has several sections which are applicable to lessons in this unit. You may choose to show the entire video now as an introduction, then view individual sections again. Alternately, you may want to show only the first 15 minutes (up to the scene when the dog hops into the truck) and save the rest for later.
  - Video Summary
    - 00:00 Introduction: abandoned wilderness homes
    - 00:50 Flying to Oona River from Prince Rupert, with background facts
    - 02:40 Johnny Bergman, forestry introduction
    - 05:25 Jan Lemon, fishing and boatbuilding introduction
    - 08:30 Food harvesting and preserving
    - 12:15 Around the community
    - 16:20 Salmonid enhancement in Oona River
    - 20:10 Bergman sawmill and logging business
    - 25:15 Effects of changing policies; changes for work and families
    - 30:40 Colleen and Jake: fishing alternatives and diversity
    - 32:15 Staying current with logging practices
    - 34:00 Future considerations: Ben and Shannon Vanderheid
    - 35:00 Leaving Oona River
3. Discuss the physical environment of the region. View again the introductory section of the video which shows the seaplane trip from Prince Rupert to Oona River,

4. Discuss the Porcher Island Pre-Emption and Settlement map, page 6 of the student book.
  - Discuss the distribution of pre-emptions around Porcher Island and surrounding islands. Do they reflect current settlement patterns?
5. Have students read the first section of the student book *The River People: Living and Working in Oona River* to learn about the context in which Oona River was settled.
  - What local changes were factors in settlement? (*Building of the railway, creation of Prince Rupert, expansion of canneries*)
  - What global changes were factors in settlement? (*war, emigration*)
  - Where were most of the first settlers from? (*Scandinavian countries*) What role do you think this Scandinavian background might have played in the building of the community?
6. Discuss the changes in population of Oona River over time, and some of the factors that caused these changes.
  - Review or teach background information about economic cycles which affect Canada's economy, including the post war periods, the Great Depression of the 1930s and the recent shift away from resource-based industries.
  - Have students create a timeline which graphs the changes in Oona River's history and major global events.

### **Extension**

1. Imagine what life was like for settlers on Porcher or Banks Islands in the early twentieth century. What hopes and dreams did the newcomers have? What do you think life was like for those women who came with their husbands?
  - Write an imaginary letter home from one of these early settlers.

## Forests for the Future • Unit 6

### Lesson 2 Living in Oona River

#### Materials

- Video: *Oona River: Community Profile and History*
- Student Resource: *The River People: Living and Working in Oona River*
- Blackline Master 6-1, Map of Northwest Coast Regional Map.
- Blackline Master 6-2, The Cost of Distances.
- Blackline Master 6-3, Comparing Lifestyles.

#### Major Understandings

- Life in rural communities usually requires independence and self-reliance.
- People choose to live in communities where they can find the qualities of life they value most.
- Distance affects the relationship of people with their environment

#### Suggested Activities

1. Have students read part 2, “Living in Oona River” in the student resource.
  - Refer to the map of the community on page 10 of the student book to locate places mentioned in the text.
2. Have students use the map of the north coast region, Blackline Master 6-1, to draw transportation routes to and from Oona River.
3. Have students consider the impact of distance from urban centres on the lives of people living in Oona River.
  - Use the activity on Blackline Master 6-2 to compare the time, distance and cost of three activities in your home community and for Oona River residents. Students could work in groups to research the internet or other sources to find travel and shipping costs from Oona River to Prince Rupert and Vancouver.
  - There are three travel alternatives to get from Oona River to Prince Rupert: personal boat (cost of trip is fuel consumed on 4 hour trip); seaplane (cost per passenger fare plus freight charges by weight); ferry (cost per passenger plus freight charge). You may want to divide the class into groups which each take one of the travel alternatives, or you may ask all students to choose a different option for each of the three activities.
  - Discuss with students the psychological effects of distance on people living in Oona River. What are the positive values of living so far away from urban centres?
4. Ask students to discuss how recent technological changes such as hydro power, satellite television and telephones may have affected life in Oona River.
  - Discuss how technological advances have change the impact of distance.
5. Discuss the importance of education for people living in remote communities.
  - Why is the school a central institution in Oona River?
  - What is the impact of the lack of a functional school system on families?

## Forests for the Future • Unit 6

---

- Ask students to consider what choice they might make if they were young parents with school age children living in Oona River.
6. Ask students to compare life in Oona River with life in their community. Use Blackline Master 6-3 to make notes.
  7. *Where would you choose to live?* Ask students to decide whether, given the choice, they would rather live in a community like Oona River, their own community, or another type of community (such as a major city).
    - Have students list the pros and cons of each community.
    - Students may write their responses in paragraph form, or engage in a class discussion.
    - Ask students to reflect on what their responses say about the important qualities of life that they value.

### ***Extension***

1. Interview family members to find out what they value most about the community they live in.
  - Have they lived in different types of communities, such as remote villages or large cities? Which did they prefer?

*Blackline Master 6-1*



**Northwest Coast  
Regional Map**



# The Cost of Distances

Compare the distances and costs of travelling required for these daily activities. Describe how you would get there (what form of transportation), the time it would take and how much it would cost. Then estimate the same items for someone living in Oona River.

Your Community	Oona River
Going to the doctor	
Grocery shopping (including getting groceries home)	
Going to a hockey game in Vancouver	

# Comparing Lifestyles

Make notes comparing some aspects of living in Oona River with living in your community. Mention buildings and other structures and other features such as ease of use and environmental impact.

Topics:

Transportation

Food sources

Fuel

Communications

Entertainment

Health

Education

### Lesson 3 Oona River and the Forestry Industry

#### Materials

- Video: *Oona River: Between Forest and Sea*
- Student Resource: *The River People: Living and Working in Oona River*
- Blackline Master 6-4, Comparing Forestry Practices
- Back-grounder 7, Time Line of Forest Policy in Unit 5, *A Sense of Place: Regional Identity, Informal Economy and Resource Management*, page 70 (optional) available at [www.ecoknow.ca](http://www.ecoknow.ca)
- Forests for the Future, Policy Stream Report. Available at [www.ecoknow.ca](http://www.ecoknow.ca) under “Policy.”

#### Major Understandings

- Small-scale industrial technologies fit the needs and environmental values of Oona River residents in the past.
- Contemporary forestry issues, policies and economics have marginalized small-scale industrial operations.

#### Suggested Activities

1. Read Part 3, Forestry in Oona River and view sections of the video which discuss forestry.
  - Locate the past and present sawmills on the community map.
  - For further background information, you may want to use the handout Time Line of Forest Policy, in the companion unit *A Sense of Place: Regional Identity, Informal Economy and Resource Management*, page 70.
  - Another resource you may find useful is the Policy Stream report for the Forests for the Future project, which includes topics such as the History of Forest Use in B.C., Logging and the Effects on the Ecosystem, and Emerging Alternatives.
2. Have students list the sources of raw timber and the markets for the milled lumber and other products.
  - Mark on the regional map the principal markets for Oona River products during the mid 1900s.
3. Discuss with students the meaning of stumpage. Ask them to research how stumpage rates are calculated and collected.
  - How have changes in stumpage fees affected Oona River loggers?
4. Ask students to compare the three types of logging which Oona River loggers have used: handlogging, A-frame and land-based logging. Use Blackline Master 6-4 to help organize notetaking.
  - Make sure students understand the definitions of selective logging and clear-cut logging.
5. Have students create a chart that shows Oona River forestry operations before 1995 (i.e. before logging was limited to land-based operations). It should show timber supply, logging methods, milling operations, sales of logs and lumber.
  - Try to communicate the values of small-scale logging and milling operations. Include benefits to the environment.
  - Make a second chart which shows Oona River forestry operations since 1995.
6. Ask students to summarize the most important values about forestry practices practiced by Oona River foresters. How could these be applied on other logging operations? Would they be economically viable?

### *Extension*

1. Make a model of a small-scale sawmill or an A-frame logging operation.
2. On the international stage, the stumpage system is sometimes seen as unfair. American lumber producers particularly are persistent in their dislike for the system, using it as the reason for applying high import duties on lumber. Have students research alternatives to the stumpage system. Would potential alternatives benefit or hurt small-scale loggers such as those at Oona River?

# Comparing Forestry Practices

Make notes comparing some aspects of forestry practices which Oona River loggers have used over the years.

	Handlogging	A-frame logging	Land-based logging
Topics:			
Logging Method (clearcut, selective)			
Equipment			
Timber supply			
Markets			
Environmental Impact			

### Lesson 4 Oona River and the Fishing Industry

#### Materials

- Student Resource: *The River People: Living and Working in Oona River*
- Video: *Oona River: Between Forest and Sea*
- Video: *Local Knowledge and Resource Harvesting: A Focus on Fisheries* (optional)

#### Major Understandings

- In the past Oona River residents earned a living from the sea by diversifying their fishing methods and types of catches.
- Current policies restrict the ability of small-scale fishers to earn a living from fishing.

#### Suggested Activities

1. Have students read Part 4, “Fishing in Oona River” in the student book. Also, review the short portion at the end of the and Jake discussing fishing methods, including the recent innovation of live tanks.
2. Students create a time-line showing policy changes to fisheries policies.
3. What effects do the changes in policies have on the community of Oona River as a whole?
  - Have students work in groups to generate a list of effects.
  - Students prioritize the list from most significant impact to least significant.
4. Have students create a concept map of the topic “Diversity in fishing.” You may want them to work in pairs, or individually. (One source of background to using Concept Mapping may be found at <http://cmap.coginst.uwf.edu/info/>)
  - Ask students to think about the topic in terms of both the environment and economics.
  - Before beginning, discuss with students some of the concepts, values, objects, descriptive words or telling questions that are associated with diversity in fishing.
  - Debrief the activity by sharing and comparing concept maps.
5. View the second section of the video which shows the work of the Oona River Salmonid enhancement project.
  - Discuss the environmental values implicit in a salmonid enhancement project.
  - You may want students to research other enhancement projects, especially if there is a similar project in your community.
  - Ask students to evaluate the effects of the salmonid enhancement project. Will it relate directly to increased jobs in the fishing industry?
6. Ask students to summarize the values in fisheries practiced by Oona River residents. What obstacles stand in their way?
  - As part of their summary, ask students to express their personal reaction to the effects of changing fisheries policies on the lives of people in Oona River and other coastal communities.

## Forests for the Future • Unit 6

---

Imagine how they would feel if they were trying to earn a living from fishing. Would they pursue this career or choose another one?

### *Extension*

1. Make a chart or display illustrating the various types of fishing methods used historically in Oona River.
2. Some communities are turning to aquaculture as a new economic opportunity. Students could research the pros and cons of fish farming using the internet and the library. Then they could decide if it would be a good alternative for the community of Oona River. Do you think such a venture would fit the values of community members?

### Lesson 5 Boat Building in Oona River

#### Materials

- Student Resource: *The River People: Living and Working in Oona River*
- Video: *Oona River: Between Forest and Sea*.

#### Major Understandings

- Boat building was an important industry in Oona River before 1980.
- Wooden fishing boat construction combines the skills and knowledge learned from experience in the forests and in commercial fishing.

#### Suggested Activities

1. Have students read Part 5, Boat Building. You may want to review portions of the video that discuss boatbuilding. Point out that boat building as a commercial enterprise is not practised today, but the boat shops still stand along the river, and people still use them to repair and maintain their boats.
2. Have students examine the list of vessels built in Oona River, listed in the appendix. Collect data about the different types of boats built by counting the number of each of these types:
  - gillnetter
  - troller
  - halibut/longline
  - cannery boats
  - independent boats
  - logging use
  - pleasure use
  - Have students interpret this data by summarizing the most important markets for the Oona River shipyards.
3. What knowledge and skills are required to successfully build a fishing boat? Ask students to discuss and list the skills.
  - Identify the skills which come from a knowledge of forests, and those from fishing.
  - Which skills are specific to boat construction?
4. How did Oona River boatbuilders learn their craft? (*trial and error; observing*)
5. Why is there no commercial boatbuilding in Oona River today? Have students work in groups to discuss and list the reasons. (*e.g. different materials, lack of markets, declining number of fishers*)
6. Discuss the importance of boatbuilding to the identity of the Oona River community. Review the section of the video where Jan explains the quilt, with the four main boatsheds represented in the corners.
  - In what ways are the boatsheds symbols of the community? What do they express about the values of their community and its history?

### Lesson 6 Changing Economies

#### Materials

- Video: *Oona River: Between Forest and Sea*
- Student Resource: *The River People: Living and Working in Oona River*
- Blackline Master 6-5, Stages of Economic Activity
- Blackline Master 6-6, Diversifying in New Ways

#### Major Understandings

- The stages of economic activity include the acquisition of resources, production and distribution, the exchange of goods and services, and consumption.
- In the past Oona River workers could combine forestry and fisheries jobs to earn a living.
- Today most Oona River workers must focus on only one resource industry for employment.

#### Suggested Activities

1. Review or teach the stages of economic activity and the meaning of terms such as acquisition of resources, production, distribution, exchange of goods and services, consumption. Have student analyse Oona River economic activity during a period when fishing, forestry and boat building were all operating successfully (such as the 1950s). You may want to use Blackline Master 6-5 to help students organize their analysis.  
Samples responses:  
*Acquisition of resources (Resources: Factors of production used to produce goods and services—natural resources, labour, capital)*
  - *fishers harvested marine resources through commercial fishing methods*
  - *loggers selectively handlogged along the coast*
  - *sawmill owners purchased lumber from handloggers or logged themselves*
  - *boatbuilders purchased lumber*
  - *families harvested much of their own food through fishing and farming*
  - *labour usually provided by community members, often relatives*
  - *capital investment was local**Production and Distribution (making goods and services)*
  - *Commercial fishing: local resources were harvested and sold to large companies who processed goods sold on world markets.*
  - *Logging**Exchange of Goods and Services*
  - *Many goods and services, such as doctors, banks and stores were not available in the community**Consumption (Using goods or services to satisfy wants)*
  - *To a great extent, community members produce their own goods. Others need to be purchased away from the community.*
2. Have students work in groups to describe the stages of economic activity in their community and compare with Oona River.

3. Have students read Part 6, “Cedar and Salmon: Family Stories” in the student book. View again the last portion of the video which shows members of these families
4. Compare the livelihoods of the three families described in the book and video.
  - How have economic issues changed for each generation?
  - In what ways are the younger generation finding new ways to meet the economic challenges?
5. The student book focuses on resource industries, but some Oona River residents are branching out into other sectors, particularly tourism. Using Blackline Master 6-6, ask students to use their knowledge of the people and resources of Oona River to generate possible economic ventures that could be started up in Oona River.
  - Encourage students to imagine as many possibilities as they can, working individually or in small groups
  - When students have completed the activity, share with the whole class.
  - Discuss the suggestions from a number of points of view: Which require the most capital investment? The least? Which are in keeping with the values of the community? Which would violate community values?

### *Extension*

1. Take Activity 5 above one step further. Have students select one of the possible business ventures and develop a business plan, or an advertising campaign to promote it.
2. Ask students to write a letter from the point of view of an imaginary teen living in Oona River, writing about their plans for future employment.
  - Students should decide who the letter will be written to. Grandparents? A friend who has moved away? A pen-pal?
3. Oona River is not the only coastal community suffering economic decline. You may want students to research other communities and report back on their attempts to sustain their economies.

# Stages of Economic Activity

Analyse the major economic activities in Oona River according to the following strategies, using the knowledge you have learned in this unit.

Acquisition of resources

Production

Distribution

Exchange of goods and services

Consumption.

# Diversifying in New Ways

From what you have learned about the people and resources of Oona River, imagine some possible economic ventures in each of these sectors.

Resource Industries (new ways of utilizing forests and fisheries)

Sports Fishing

Eco-tourism

High-Tech ventures

Education

Manufacturing

Retail

### Lesson 7

### Putting it Together: Sustaining Community Values

#### Materials

- Video: *Oona River: Between Forest and Sea*
- Student Resource: *The River People: Living and Working in Oona River*
- Blackline Master 6-7, Assessment Rubric, Double Entry Journal

#### Major Understandings

- Small-scale economies are more able to harmonize profit with environmental sustainability.
- Environmental values and conservation are guiding principles for Oona River residents.

#### Suggested Activities

1. Read Part 7 of the Student Book, Conservation and Environmental Values.
  - Discuss the definition of “sustainable resource.”
  - Point out the difference between the quotes from individuals and the text written by the authors. Review the meanings of primary and secondary sources.
  - What are student’s personal reactions to these statements by Oona River residents? Discuss as a class.
  - What is the key idea contained in these statements?
2. Students will use the double entry journal format to examine quotes from Oona River residents found in the rest of the book or in the video.
  - Make two columns on a page. Title the left column “Quotation” and the right side, “My thoughts about the quotation:.”
  - Students select four to six quotation that seem to make important statements about sustainability and small-scale economies. Include at least two relating to forestry and two about fisheries.
  - Write the quotations in the left column of the journal page. In the right column, write personal responses to the statement.
  - If students are not familiar with this activity, you may want to model it with one or two examples before students proceed. Make sure it is clear that it is a personal response to the text that is expected. It may include a comment, a question, a connection with other ideas or an analysis of the statement.
  - You may want to use the assessment rubric found on Blackline Master 6-7 to evaluate this activity. Share the criteria with the students before writing to help guide them.
3. Oona Quilt  
For many years a yearly activity in Oona River was the community quilt, which was created and raffled to raise money for community events. Recall the shipbuilding quilt in the video. As a culminating activity, students will create a “quilt” which represents in visual form their learning about the community. It won’t be feasible to make a real quilt, but if possible, students

could bring a standard-sized piece of fabric (e.g. 10" x 10") which could be mounted on a bulletin board to resemble a quilt. Alternately, illustrations may be made on squares of paper.

- Challenge students to create an image that represents the main idea or the aspect of the community which they have learned from this unit. They should strive to symbolize some aspect of Oona River visually.
- Take time to discuss many possible themes. What are some of the unique qualities of the community and its people? (e.g. *wilderness, remoteness, natural beauty, history, connections with sea, boats and shipbuilding, forests, salmon, independent nature of people, quality of life, environmental values*). What are some future challenges for the residents? (e.g. *population, employment, viability, sustainability*). Discuss what students found interesting, impressive, amazing, and curious about Oona River.
- Suggest to students that they may include a phrase that adds to the meaning of their image.

### ***Extension***

1. Write an imaginary dialogue between two imaginary people. One is a long-time resident who has seen the changes in the economy over many years. The other is a young adult facing the future who has to decide whether to stay in Oona River or move away.

# Assessment Rubric Double Entry Journal

Criteria	Demonstrate Success	Demonstrates some level of success	Demonstrates having some difficulty
<p><i>Writing:</i> The writing exceeds expectations, offering lengthy and insightful observations. The entries provide meaningful personal reactions to the topic and issues explored in the unit.</p>			
<p><i>Number of entries:</i> You have made entries in addition to the ones that were assigned.</p>			
<p><i>Analysis:</i> You have included an analysis of how the quotations illustrate the key ideas.</p>			
<p>You have made meaningful and sophisticated connections between the quotations and personal experiences and/or learning.</p>			

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Living and Working in Oona River: A  
Teacher's Guide  
by Kenneth Campbell

One of a series of curriculum materials  
developed as part of the Forests for the  
Future project funded by Forest Renewal  
BC Research Award

[www.ecoknow.ca](http://www.ecoknow.ca)