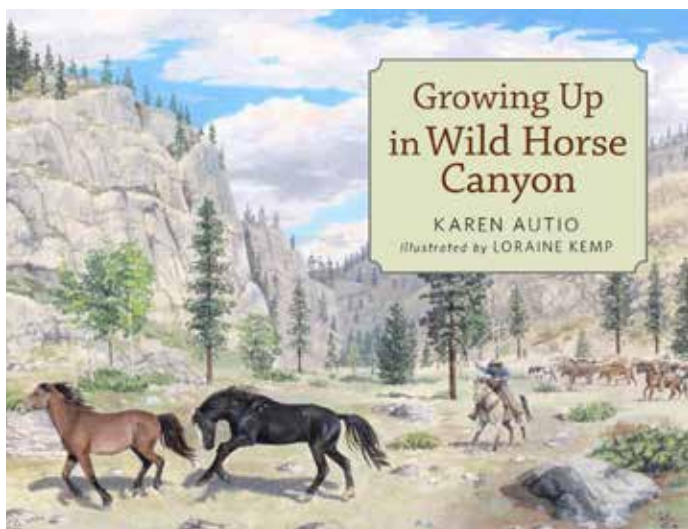




TEACHERS' GUIDE

Growing Up in Wild Horse Canyon by Karen Autio illustrated by Loraine Kemp



A unique approach to history that will delight readers of all ages.

In a hidden canyon in British Columbia's Southern Interior, a ponderosa pine tree sprouts. Seasons pass as the tree grows, witness to generations of human history in the Okanagan Valley, from First Nations quests to fur brigades, horse wrangling, secret wartime commando training, to the firestorm of 2003. Richly illuminated by maps, illustrations, and historical images and informed by a timeline and historical notes, this fascinating book weaves First Nations history with European settlement and natural history. By following the thread of one tree growing in one sheltered and sacred space, award-winning author Karen Autio gently explores patterns of colonization that will resonate with readers all over North America.

\$25.95

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Narrative Nonfiction | Ages 7–10

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"The stunning illustrations interwoven with the historical content breathe life into the people and place this book represents. The message of this story reminds us that the Okanagan is enriched with history, but it remains our responsibility to care for the land and each other to ensure the seeds of new generations are a reflection of the beauty that surrounds us all."

—**Jordan Coble, Westbank First Nation Member and Cultural and Operations Administrator, Sncəwips Heritage Museum**



Karen Autio has long been intrigued by Wild Horse Canyon. The tales of syilx/Okanagan people trapping wild horses there piqued her interest. She started to research the history of the canyon and got hooked on exploring what had happened in the area over the past few centuries. When Karen imagined a

ponderosa pine living in the canyon for more than two centuries, this book began to take shape. To learn more about Karen's other books for young readers, visit www.karenautio.com.



Loraine Kemp has loved being an artist since she was barely old enough to hold a pencil. Living in the Okanagan Valley all her life and excelling at painting people and animals, especially horses, have given Loraine an edge for creating realistic renderings of her beloved home environment and its inhabitants. To learn

more about Loraine's artwork and writing, visit www.lorainekemp.com.

Growing Up in Wild Horse Canyon

Teachers' Guide

Dear Teacher,

We know you're busy, and we have put together this guide with that in mind. Any page can be printed out and given directly to students, so you have no extra work to do. The activities are easily adapted for individual exercises or group projects, and we've included options that cover various aspects of the curriculum. Our discussion questions are designed to work for a wide range of students, and the student portion of this guide uses a dyslexia-friendly font.

I hope you find this guide helpful, and I'd love to hear from you about how we could improve our resources for teachers. Feel free to send me a note at melanie@crwth.ca.

Best regards,

*Melanie Jeffs
Crwth Press*

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Pre-reading Activities

1. Consider the cover and the title of the book.
What do you think the book is about?
Who or what do you think is growing up in Wild Horse Canyon?
2. Imagine what life was like 200 years ago where you live.
Did your city or town exist? Who was living there?
How many people? How do you think the place looked then?
How much forest? What type of buildings?
3. Read the dedication and study the map on the following page.
What do they tell you about this story?

Notes on Reading

Growing Up in Wild Horse Canyon

The book includes:

- Glossary
- Full-colour illustrated narrative nonfiction story
- Timeline
- Historical notes with archival photos
- Index

Before reading the book aloud, review the *Glossary and Pronunciation Guide for Syilx Words* on page 1.

During reading, remember you can always refer to the maps, glossary, or index. Take time to look carefully at the illustrations. Do the illustrations reveal parts of the story that are not included in the text?

Our World in Context

1. On page 36, the author tells us that “without help and food from the Okanagan people, Father Pandosy would not have survived his first winter.”

Discussion Topic

How do you think things would have turned out if Father Pandosy hadn't received help from Okanagan people? How might that have changed the landscape in Kelowna and the Okanagan Valley?

Research Activity

Find an event in your local history from the 1950s or earlier and research the consequences of the event.

Further Discussion

Over time our understanding of history changes. For a long time, children in school were taught that colonization (when non-Indigenous settlers arrived) was the beginning of a country's history. Today we recognize that the pre-colonial history is equally important and that many things that happened during the colonial period were harmful to the First Nations people who had been living in North America for thousands of years. Can you think of a topic or event that was viewed differently 100 years ago than it is today? (Hints: women working and voting; diversity)

2. A great deal of the history of the Okanagan revolves around building transportation routes. *Growing Up in Wild Horse Canyon* mentions several trails, a railway, and sternwheelers.

Discussion Topic

What are all of the different types of transportation covered in the book? What modes of transportation are absent from the book?

Further Discussion

How does transportation impact human settlement patterns? How has that changed over time?

Research Activity

Transportation is a technology or a tool that impacts how we live our lives. What other types of technology or tools have changed the way we live today compared to how people lived 100 years ago?

Timeline

13,000 years ago	A glacier nearly a kilometre thick covered the Okanagan Valley in British Columbia.
10,000 years ago to 300 years ago	After the glacier receded, plants grew, and elk and deer arrived. The syilx/Okanagan people have lived in the Okanagan Valley for thousands of years, caring for the land, water, trees, berry bushes, fish, birds, and animals. The earliest known archaeological evidence comes from 6,000 years ago in the central Okanagan, but some researchers believe the area has been occupied for at least 10,000 years.
Well before the first explorers	The first horses arrived in the Okanagan Valley, and the syilx/Okanagan people developed into a horse-based culture. They used Wild Horse Canyon and other locations to trap wild horses.
1811	David Stuart and Ovid Montigny, coming to set up fur trading with the First Nations, were the first non-Indigenous persons on record to arrive in the Okanagan Valley.
1812	Alexander Ross headed an expedition through the Okanagan Valley to set up a fur trading post at Fort Kamloops in the B.C. Interior.
1824	Tom McKay adapted pre-existing trails into the Okanagan Brigade Trail from Fort Okanogan (in current Washington State) to Fort Kamloops. This trail was part of the Hudson's Bay Company Brigade Trail for fur traders.
1827	David Douglas, honoured with the name of the tree known as Douglas-fir, renamed the yellow pine the ponderosa pine (<i>Pinus ponderosa</i>).
1843 and 1845	The first Catholic priests to arrive in the Okanagan Valley were Father Modeste Demers (1843) and Father John Nobili (1845). Father Nobili set up a mission (Priest Encampment) at Garnett Lake north of Summerland, B.C., but abandoned it when he was recalled south in 1848.
1847	The last fur brigade pack train travelled the Okanagan Brigade Trail.
1858 to 1860	The Fraser River Gold Rush lasted two years and was followed by the Cariboo Gold Rush and a minor rush at Rock Creek, south of Kelowna, B.C.
1858	An expedition led by Joel Palmer was the first wagon train to enter the Okanagan Valley.
1859	Father Pandosy and a group of settlers arrived in what is now Kelowna and established a settlement and mission.
1860	The higher and smoother Mission Trail was cleared by Father Pandosy and assistants as an alternative to the rugged East Side Trail through Wild Horse Canyon.
1865 to the 1890s	Cattle and hog drives occurred along the East Side Trail through Wild Horse Canyon.
Late 1800s	The federal government set up reserves for the syilx people without consulting them.

Timeline

1893, 1907, and 1914	Canadian Pacific Railway launched the <i>SS Aberdeen</i> , <i>SS Okanagan</i> , and <i>SS Sicamous</i> steam-powered sternwheeler ships on Okanagan Lake.
Early 1900s	First Nations reserve allotments were reduced by the provincial government.
1907	Okanagan Lake froze over, temporarily stranding a sternwheeler (the lake also froze over completely in January 1893, 1899, 1909, 1928, 1949, and 1950, and December 1968).
1910 to 1916	Kettle Valley Railway was built.
1914 to 1918	The First World War lasted four years, during which the Okanagan people supplied the Canadian army with green-broke (barely rideable) wild horses.
1924	The lake creature known as <i>n̓x̓aʔx̓ʔitkʷ</i> by the Okanagan people, was named Ogopogo by non-Indigenous people.
1926	Russia bought wild horses from the Okanagan Valley.
1930s	Horse loggers cut down ponderosa pine in Wild Horse Canyon. Some people earned money by catching, training, and selling wild horses from Wild Horse Canyon. An attempt to build a road along the East Side Trail from Kelowna to Naramata stopped near Wild Horse Canyon when the Second World War began in 1939.
1939	Twenty thousand wild horses in B.C. competed with ranchers' herds for rangeland. A bounty drastically reduced the number of wild horses.
1944	Chinese-Canadian soldiers secretly trained in commando skills in Wild Horse Canyon and at Commando Bay during the Second World War (1939–1945).
1971	Horseback riders explored the entire original Hudson's Bay Company Brigade Trail.
1973	Okanagan Mountain Provincial Park was created.
1989	Sheila Paynter hiked through Wild Horse Canyon on her walk around Okanagan Lake.
2003	A lightning strike ignited the Okanagan Mountain Park firestorm.
2004 and onward	Forest and grassland regrow in Okanagan Mountain Provincial Park. Bighorn sheep have returned to the park, and some wild horses remain in the south Okanagan.

Timeline Activities

Discussion

When the author was writing this book, one of the first things she did was create a timeline like the one on the previous pages. Looking only at the timeline, what kind of story would you tell based on the information here?

Activity

Create a timeline to trace the history of wild horses in the Okanagan Valley.

Research Activity

Create a timeline of transportation through the ages. Include your ideas of what future transportation methods will be. Self-driving cars? Hovercraft? **Option:** Draw a series of vehicles in use through the decades.

Timeline Title: _____
(use this template for either of the activities)

Language Arts

Thinking about Language

Growing Up in Wild Horse Canyon contains many words in the syilx language, *ńsyilxcín*. There are several different words to describe the Okanagan people in the book. These include:

- sqilx^w
- stlsqilx^w
- syilx
- ʔuknaqín/ʔuknaqínx

What different English words can be used to describe you and your friends? You are people and students. Are you:

British Columbians?
Canadians?
North Americans?

Research Activity

Choose another language and find five words that describe similar things. You can use the example of people, or you can choose another category of words. For example, find five words for food or five words that describe the natural world. Do these words sound similar? What distinguishes them from one another?

Further Discussion

Each language has different rules, and often those rules can tell you something about the people.

In *ńsyilxcín*, for example, words describing people and places are never capitalized, whereas in English we capitalize words that identify people and places. What can you guess about the differences between the English-speaking culture and that of the syilx people?

Watch the "Colville-Okanagan Salish Alphabet Song" on YouTube.

Try to sing along. Are the pronunciations challenging to learn? Did you know that we are born with the ability to make the sounds appropriate for any language?

Link: <https://www.youtube.com/watch?v=OE4gaXIDtHk>

Communication

The creators of this book convey the story in a number of different ways. These include:

1. Narrative storytelling
2. Maps
3. Timeline
4. Illustrations
5. Historical photos
6. Nonfiction exposition

Discussion

Think about each of these communication tools. Which one do you like best? Which one do you think is most effective?

Research Activity

Research an event from your local area's history. Choose any of the above communication methods to tell a story about this event. For example, you could create a map showing the important locations, draw a scene from history, etc.

Option: Find a map or a timeline from your local area and write a paragraph or two about which important details you would use to create a historical narrative.

Further Discussion

The author of *Growing Up in Wild Horse Canyon* tells the history of the Okanagan Valley during a tree's lifespan. Why do you think she chose to do this?

Pages 30–41 provide additional detail about the history of the Okanagan in a more straightforward textbook style. How do the two styles complement each other?

Fun Fact:

Did you know the word Ogoopogo is a palindrome?

A palindrome is a word or phrase that is spelled the same way backward as forward.

Can you think of other words that are palindromes?
How about phrases?

Visual Art

Sometimes a picture of a place can tell us more about it than an entire book. Most of the paintings in *Growing Up in Wild Horse Canyon* are landscapes (nature scenes) that tell us many things about the area. Think of a place you enjoy and how you could draw it so others can see why you like that place.

1. In the box below or on a separate piece of paper, draw your landscape. First draw the large features like mountains, meadows, rivers, and lakes.
2. Think about what kind of weather you want for your landscape. Storms can make a landscape more interesting. How would the storm affect the trees, plants, animals, and people? Sunshine and blue skies are more inviting. Again, how would that affect everything in your picture?
3. Add trees, plants, animals and maybe even people.

My Favourite Place



Visual Art: Technique

Artists must notice details.

Here is a finished drawing of a squirrel. Notice how the fur goes in many different directions, from up and down to across. When drawing any animal, you must change the slant of the fur to be realistic. Notice that some parts are in shadow and the fur changes from light to dark.

Below are drawings of the same squirrel, with either some or all of the fur missing.

Look closely at the squirrel to the right and finish one of the drawings below, keeping in mind all of the directions of the fur as well as the shadows where the fur is darker.



Science/Natural History

1. The Okanagan Valley is home to a wide variety of flora (plants) and fauna (animals). Find the following in the illustrations:
 - pine cone
 - rattlesnake
 - pine seed
 - garter snake
 - old ponderosa pine
 - fir tree
 - elk
 - deer
 - pinto
 - Appaloosa
 - arrowleaf balsamroot (sunflower)
 - bighorn sheep
 - Oregon grape plant
 - cattle herd
 - cougar print
2. This book is about the ponderosa pine, which is an important species to the syilx people. Research this or another species of tree. Look for information on:
 - Where the tree commonly grows
 - How to identify this species
 - Common and scientific names for the tree
 - Uses of all parts of the tree by humans and animals
 - How fire impacts the species (Hint: fire benefits the ponderosa pine by clearing out competitors and drawing sap into the lowest part of the trunk to strengthen the core)
3. The syilx people depended on local plants for food. These included mariposa lily bulbs, bitterroot, and saskatoon berries. Research the edible plants in your area. Look for information on:
 - How the local First Nation people used the plants
 - Common names, both First Nation terms and English
 - Where the plant commonly grows
 - What non-food uses there are for the same plant
4. *Growing Up in Wild Horse Canyon* discusses the fate of the wild horses that used to roam all over the Okanagan. Human use has impacted many different animal and plant species. For wild horses, active culling has dwindled the number of animals in the wild. Research a species in your area that has been impacted by human activity.

Current Events

1. *Growing Up in Wild Horse Canyon* discusses the 2003 firestorm in the Kelowna area. More recently, British Columbia, including the Okanagan, has experienced more wildfires. In 2017, there were over 1,300 fires in the province, and in 2018 that number increased to over 2,000.

Discussion Topic

What does the book tell us about how fire was used in the past in the Okanagan and how that impacted the plants and trees? Do you think controlled burns are a good idea?

Research Activity

Research how fire changes local habitats. What plant and tree species are the first to grow after a fire? What species benefit from fire?

Further Discussion

The syilx people's practice of regular burns in the forest is an example of stewardship of the land (you can look up "controlled burning" in the *Growing Up in Wild Horse Canyon* index to find more about this topic). Stewardship is the act of taking care of something. In the case of controlled burning, the syilx people were taking care of the health of the forest. All over North America, First Nations cultural practices included various forms of stewardship. What are some other types of stewardship practised by First Nations? What kind of stewardship practices do people undertake today? Should we be trying to find more ways to take care of the natural environment?

2. In *Growing Up in Wild Horse Canyon* we learn a lot about how the settlement of non-Indigenous people negatively impacted the First Nations people.

Discussion Topic

Can you think of ways that non-Indigenous settlement has impacted First Nations in your area?

Research Activity

Select a First Nation to research. Learn about their day-to-day life before non-Indigenous settlement. Compare that to how most people live today.

Option: Research the current conditions on reserves in Canada today. How do the conditions differ between remote reserves and ones near cities? How are they the same?

Further Discussion

In working on this book, the author worked with a representative of the syilx people to ensure that the First Nation perspective was respected. In Canada, we are starting to consult with First Nations groups in a way that has not happened historically. Can you think of a recent headline about the First Nations perspective? (Hint: Trans Mountain Pipeline, logging and fishing industry news). How do you think this approach will impact decision making in Canada?

Additional Resources

Books about British Columbia History

The West is Calling: Imagining British Columbia by Sarah N. Harvey and Leslie Buffam, illustrated by Dianna Bonder, Orca Book Publishers

Tale of a Great White Fish: A Sturgeon Story by Maggie de Vries, illustrated by Renn Benoit, Greystone Books

Far West: The Story of British Columbia by Daniel Francis, Harbour Publishing

Syilx People

www.syilx.org/about-us/syilx-nation/

syilx.org/images/pdf/ONA_tourism_guide.pdf

Stories and Images About What the Horse Has Done for Us: An Illustrated History of Okanagan Ranching and Rodeo: mayx twixmntm tl q'sapi lats k'ulmstm i snklc `askaxa edited by Bill Cohen, Theytus Books

First Nations

Copying People: Photographing British Columbia First Nations, 1860–1940 by Daniel Francis, Fifth House Publishers

<https://indigenouspeoplesatlasofcanada.ca/>

Residential Schools

No Time to Say Goodbye: Children's Stories of Residential Schools by Sylvia Olsen, Sono Nis Press

Shin-chi's Canoe by Nicola I. Campbell, Groundwood Books

Shi-shi-etko by Nicola I. Campbell, Groundwood Books

Stolen Words by Melanie Florence, Second Story Press

When We Were Alone by David Alexander Robertson, Portage & Main Press

Truth and Reconciliation

www.trc.ca/websites/trcinstitution/index.php?p=3

Speaking Our Truth: A Journey of Reconciliation by Monique Gray Smith, Orca Book Publisher

Okanagan Brigade Trail

www.history.ca/history-topics/latest/june-15-1846-u-s-canadian-border-established/hopemountain.org/trails/hbc-heritage-trail/

Trees

www.bbc.com/news/science-environment-40224991

matteroftrust.org/14725/6000-year-old-baobab-tree-in-senegal

www.smithsonianmag.com/smart-news/oldest-living-tree-180951404/

oltw.blogspot.com/2011/12/12000-year-old-antarctic-beech.html

www.ebaumsworld.com/videos/man-filmed-a-tree-in-the-woods-for-a-year-and-captured-things-most-people-will-never-see/85391867/

Transportation

Let's Go! The Story of Getting from There to Here by Lizann Flatt, Maple Tree Press/Owlkids Books – a picture book introducing the history of transportation in North America

Kettle Valley Railway:

www.virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=story_line&lg=English&fl=0&ex=319&sl=1754&pos=1