

Classroom Activity Template

Title: Architectural Symbols as Signs of Change

Audience:
Socials Studies 10

Overview:

This resource includes three lessons intended to introduce students to the process of analyzing symbols. It consists of a first lesson in which students analyze and explore symbols within their school, a second lesson where students analyze symbols in the BC Legislature through a virtual tour, and a third lesson in which students generate and justify creation of a new symbol to represent formerly underrepresented stakeholders in our shared democracy.

The lesson will enrich students skills in connecting the historical thinking concepts of continuity and change, historical significance, ethical perspectives, and cause and consequence with symbols that surround them in their institutional settings.

Objectives:

To enhance students' ability to analyze and interpret the meaning, significance and impact of various symbols used by institutions including, but not limited to, architecture, interior design, and art that may convey meaning intentionally or unintentionally.

Activities and Method:

Intro Lesson – Symbols Past and Present

Discussion of how Canadian flag has changed over time.

Watch [Canadian Heritage Minute](#)

Discussion:

- Cultural Symbols
- Corporate Symbols
- Historical Symbols

Symbols Quiz – Corporate Symbols

Symbols PowerPoint – Cultural and Historical Symbols

Introduce Symbols of Colonization and Imperialism

- Union flag
- Lion
- Ram/stag
- Rose/dogwood/thistle/shamrock
- Harp
- Fleur de lis
- Sun
- Flags
- Crown

School Scavenger Hunt Activity – Students identify school symbols (see checklist)

Lesson 2 – Virtual Tour of the BC Legislature

[Virtual Tour | Legislative Assembly of BC](#)

Students go on tour and then complete the Legislative Assembly Tour Checklist

Leading to a discussion:

- How these symbols do or do not reflect our current values
- How we might add symbols that are reflective of our current values of equity, diversity and inclusion.
- Which symbols are representative of other stakeholders in our democracy that are not represented here?
- How/where might we include these symbols?
- Look at provincial and parliamentary symbols page ([Provincial and Parliamentary Symbols | Legislative Assembly of BC](#)) and ask students how they might incorporate these symbols into the legislature, and are there stakeholders still not represented in our provincial symbols? What symbols might best represent their contributions to our democracy.
- Where in the legislature might we incorporate new symbols?
- Would it be appropriate to place them in the empty statue slots in the rotunda, or to add to and/or replace the murals representing the four industries?

Students provide a 3-2-1 exit-slip based on the discussion (3 things you learned, 2 things you found interesting and 1 question)

Lesson 3 – Summative Activity: Designing a Symbol to Supplement Our Current Legislative Symbols

Students will individually or in groups produce a symbol in the form of a drawing, sculpture, or other creative format that is reflective the modern values of diversity, equity and inclusion.

Students must provide written evidence of how their symbol is representative of these values.

Preparation (by teacher and by students)

Students will be responsible to provide their own artistic supplies for the generation of their symbol.

They will need to bring these supplies with them for the third lesson of the unit.

Teacher will need to prepare handouts.

Suggested Duration of Activity

3 lessons of approximately 90 minutes per lesson.

Suggested Learning Outcomes:

Core Competencies

Positive Personal and Cultural Identity

Critical and Reflective Thinking

Communication

Social Studies Curricular Competencies

Assess the significance of people, places, events or developments, and compare and contrast continuities and changes for different groups at particular times and places, and from group to group.

Compare and contrast continuities and changes for different groups at particular times and places.

Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences.

Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember and respond.

First Peoples Principles of Learning

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning is embedded in memory, history, and story.

Learning involves exploration of one's identity.

Materials & Resources:

Intro Lesson Resources

- [Canadian Heritage Minute](#)
- Symbols Quiz
- Cultural and Historical Symbols PowerPoint
- School Scavenger Hunt Checklist

Lesson 2 Resources

- BC Legislature Virtual Tour
[Virtual Tour | Legislative Assembly of BC](#)
- Legislature Tour Checklist
- Discussion Questions

Lesson 3 Resources

- Criteria handout for student-generated symbol
- BC Legislature Website List of Provincial and Parliamentary Symbols
[Provincial and Parliamentary Symbols | Legislative Assembly of BC](#)

*Please see appendices containing resources for individual lessons embedded below.

Evaluation of activity:

Students symbol should reflect modern values of diversity, equity and inclusion.

Students must provide a rationale justifying how their symbol is reflective of at least one of...

- continuity and change over time
- assessment of ethical perspectives
- cause and consequence/impacts of symbols on different stakeholder groups

Extension:

- Students provide a rationale that justifies reflection of all three concepts listed above

Submitted By:

Alexander Mader, Carihi Secondary School, SD#72

Matthew Moore, Carihi Secondary School, SD#72

Jennifer O’Ryan, Spectrum Community School, SC#61

Annette Te Stroete, Norgate Xwemélch’stn Community Elementary, SD#44

Sean Wallace, Victoria High School, SD#61

NOTE: *The ideas and opinions expressed in this classroom activity belong to their authors and do not necessarily reflect those of the Legislative Assembly of British Columbia. The Parliamentary Education Office only edits for clarity.*



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

British Columbia Teachers' Institute
on Parliamentary Democracy

School Scavenger Hunt Checklist

Symbols in the School

Instructions: Take a self-guided tour of your school and school grounds. Look for examples of symbols that fit each of the themes listed below. Symbols can be found within architectural elements, monuments/carvings/statues, two-dimensional art, etc. Describe *what* the symbol is and *how* it connects to the theme.

Theme	What?	How?
Cultural Inclusion		
Indigenous Inclusion		
Place-based*		
Authority		
Academics		
Athletics		

*A place-based symbol is representative of your immediate location in the world.

What symbols might we add to the school to make it more reflective our current values? Which of the themes previously discussed would these symbols relate to? If you symbol doesn't fit into a theme, identify a new theme.

Symbols Quiz – Corporate Logos

Logos Quiz

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 
11. 	12. 	13. 	14. 	15. 
16. 	17. 	18. 	19. 	20. 
21. 	22. 	23. 	24. 	25. 
26. 	27. 	28. 	29. 	30. 



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

British Columbia Teachers' Institute
on Parliamentary Democracy

Historical Symbols PowerPoint

SYMBOLS OF COLONIZATION AND IMPERIALISM



THE COAT OF ARMS OF BRITISH COLUMBIA



B.C.'s Coat of Arms was officially unveiled by Queen Elizabeth II in 1987. It is unique as it incorporates the Royal Crest at the top - the crowned lion standing on the imperial crown. To differentiate B.C.'s Royal Crest from the original, it has been changed to include the crowned lion wearing a collar of dogwood flowers. Below the crown is a helmet - the heraldic symbol of sovereignty - that represents B.C.'s provincial sovereignty in our Canadian system. The red and white mantling displays Canada's official colours, which represents the British and the French.

The Union Jack flag with the centre crown symbolizes our colonial origins. The setting sun indicates we are the western-most province and next to the Pacific Ocean which is represented by the blue stripes. The white stripes represent the snow on the Rocky Mountains. On the left side, the elk represents the former Colony of Vancouver Island. The bighorn sheep on the right represents the former Colony of British Columbia. The Latin motto at the bottom - "*splendor sine occasu*" - means "*Splendour without Diminishment*". Entwining the motto is a dogwood garland.



LION



RAM/STAG



ROSE/FLEUR-DE-LIS/THISTLE/SHAMROCK



DOGWOOD



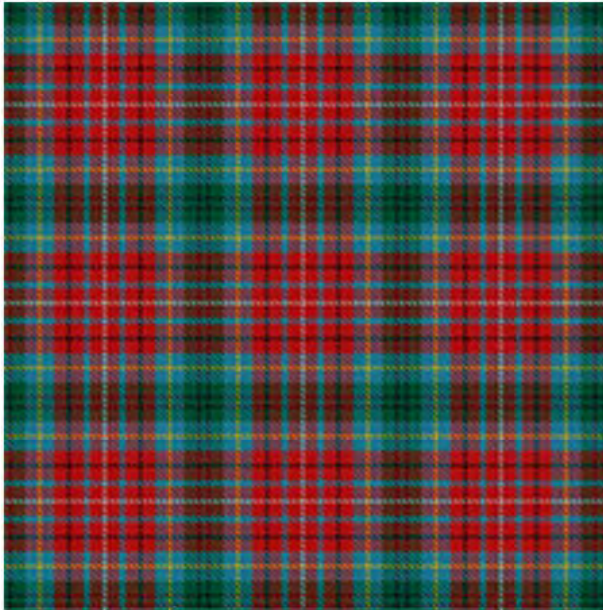
HARP



BC FLAG: SUN, CROWN, UNION JACK



PROVINCIAL TARTAN



- Adopted in 1974, the provincial tartan has five colours, each with its own significance:
 1. Blue for the ocean
 2. White for the dogwood
 3. Green for the forests
 4. Red for the maple leaf
 5. Gold for the crown and sun on the shield and flag