

SOCIAL STUDIES

GRADE 2

Regional and Global Communities



11255 Okanagan Centre Rd. W.
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BIG IDEA: LOCAL ACTIONS HAVE GLOBAL CONSEQUENCES, AND GLOBAL ACTIONS HAVE LOCAL CONSEQUENCES.

COMPETENCY:

EXPLAIN WHY PEOPLE, EVENTS, OR PLACES ARE SIGNIFICANT TO VARIOUS INDIVIDUALS AND GROUPS.

CONTENT:

DIVERSE CHARACTERISTICS OF COMMUNITIES AND CULTURES IN CANADA AND AROUND THE WORLD, INCLUDING AT LEAST ONE CANADIAN FIRST PEOPLES COMMUNITY AND CULTURE.

ACTIVITIES TO CREATE INQUIRY:

1. THE BIOGRAPHY OF JANE SWALWELL. LEARN THE LIFE STORY OF ONE OF LAKE COUNTRY'S FAMOUS RESIDENTS AND SEE HOW COMMUNITY PLAYED A ROLE IN HER LIFE.
2. ACTIVITY: HELPING YOUR COMMUNITY.

WHAT WILL WE KNOW:

RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS REGIONALLY AND GLOBALLY.

FURTHER INQUIRY:

FIELD TRIP SUGGESTIONS:

1. SWALWELL PARK.
2. LAKE COUNTRY MUSEUM AND ARCHIVES.



We respectfully acknowledge that the land on which the Lake Country Museum is situated, where this lesson was developed, is on the unceded territory of the Syilx (Okanagan) Peoples.

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Lake Country Heritage and Cultural Society

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Social Studies Grade 2: The Biography of Jane Swalwell

Learning Experience
Reading a biography on one of Lake Country’s residents, Jane Swalwell, and learning about the impact she had on the community, and how the students themselves can impact their community(School and surrounding area) positively.

Intention	To learn about Eliza Jane Swalwell and the role she played in her community.
Objective	To learn how people and places can be significant to a community.
The Story	<p>Link to video narration: https://youtu.be/-AToRILrC3c</p> <p>Picture Okanagan valley, a wild state, before there was any sort of road and everything had to be brought in by train. All the dishes folks ate out of were made of tin, and all the food roasted in a dutch oven. The only way to get from one place to another was horseback. These were the times of Eliza Jane Swalwell, a true pioneer of the Okanagan.</p> <p>Eliza was born December 14, 1868. Her father was George William Simpson, a devout Christian who never left anywhere without his Bible. Eliza’s mother was Sara Stepesta, a prominent member of the Syilx nation. Eliza was proud of her family heritage. She was a fluent speaker of both English and Nsyilx’cen, which is no small accomplishment!</p> <p>The Winfield community was a relatively small community, and Eliza was a huge part of it. Her main focus was always on the families of the area. One of her jobs was assisting the local midwife, helping to deliver new babies. After, Eliza would care for the mothers and their newborn babies. You could say, Eliza worked as a type of nurse.</p> <p>In her spare time, Eliza was a talented writer and student of history. One of her neighbours; Mrs. Powley, frequently went to Eliza for help compiling the local history of Winfield. She shared important facts such as the Nsyilx’cen names for places around the area, such as the name for Wood Lake being Pelmewash. Another one of her most well known pieces of writing is titled <i><u>Girlhood Days in Okanagan.</u></i></p> <p>In Eliza’s writing she wrote about her own experiences growing up in the Okanagan. Her writing showed us that Jane, herself, was quite the adept rider and</p>

	<p>horse handler; able to hold her own against any cowboy of the day. She even told stories about what cowboys were really like. To Eliza, cowboys were quite humble, who tried to be incredibly polite to all people. Which is completely different than how they are shown in movies. Most importantly, Eliza wrote in detail against the unfair treatment of the First Nation’s peoples.</p> <p>Community meant quite a lot to Eliza. She made a point to be incredibly involved, whether that was through her job helping deliver babies, or through her skills as a writer. She wanted to make a big impact in the lives of those around her. Because of that, we know for certain Eliza Jane Swallowell was a significant individual.</p>
<p>Historical Context (For Teacher Background)</p>	<p>Eliza Jane (nee Simpson) Swallowell was a well-known and much-respected Central Okanagan pioneer. She was born in the Okanagan on December 14, 1868, eldest child of George William Simpson (c1821-1902) and Sara Stepetsa (c1853-1901).</p> <p>At the time of Jane’s birth, George and Sarah Simpson were living in what is now Vernon. The Simpson family moved to the south end of Duck Lake in 1870 where they had purchased property. Eliza and her family lived at the south end of Duck Lake until 1872, when the Postill family purchased that property and the Simpsons then moved to property to the south on Old Vernon Road, near what is now the Kelowna Springs Golf Course.</p> <p>Growing up, Jane attended the Central Okanagan School (which is now known as the Lake Country Museum). Jane’s mother was a member of the Syilx nation; growing up Jane was fluent in both the English and Nsyilx’cen languages.</p> <p>Jane Simpson was married twice: (1) Thomas Jones (circa 1839-1892) on April 6, 1884; (2) William Pellissier Swallowell (1855-1926; he was a cousin of the Postill family) on May 10, 1895. She had one child, Thomas William Jones, by her first husband.</p> <p>Jane had different roles within the community. She assisted the local midwife and helped deliver children into the community and looked after the mothers during childbirth, but her main focus was always on her family. She kept close ties with her extended family (including the families of her siblings) and the community in the Duck Lake Reserve #7.</p> <p>Jane Swallowell was also a talented writer, she contributed to the <i>Okanagan Historical Society of Vernon</i>, writing a piece for their eighth annual report. Her piece, entitled</p> <p><u><i>Girlhood Days in Okanagan</i></u> is a well thought out and reflective piece on life in her time and indigenous issues. Her writing showed us that Jane, herself, was quite the adept rider and horse handler; able to hold her own against any cowboy of the</p>

	<p>day. She was also extremely insightful towards matters involving the treatment of First Nation’s people, speaking for an equality that was almost unheard of in her time. She wrote in detail against the unfair treatment the First Nation’s peoples received at the hands of the provincial government.</p>
<p>Activity</p>	<p>The activity is to help students start thinking about how they can make an impact within their community. For the purpose of this lesson, the school will act as the role of the community in order to narrow down the focus. With guidance they will identify an issue within their school and its impact on their school community. They will draw their own conclusions on the issue and be given a variety of ways in which they can share their ideas.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● What is a problem within the school? (i.e. litter, bullying, library organization, recycling programs, helping other students feel welcome, etc.) ● Who does this problem affect? ● How can I help? <p>Activity:</p> <ul style="list-style-type: none"> ● Discuss some current issues in the local community. The students may need some guidance so have a few examples ready. ● Once a problem has been identified, ask the students who they think this problem affects. Write their answers on the board or anywhere where they can have a visual reminder. ● If you find they need more information to see how the issue affects others in the school; send the students in teams to go and ask specific individuals. For example, with littering, sending a couple of students to go and speak to a playground supervisor, another teacher, or the principal would be a great way for them to practice information gathering skills and to get another perspective of the school community needs. ● Next, have the students start to find a solution to the problem they chose. Some possible solutions for littering could be organizing school yard clean ups, helping gather recycling every week, etc. ● The main focus of this activity should be to help the students start to become aware that they are part of a larger community, and each and every member plays a role towards that community’s well-being.
<p>Further</p>	

Inquiry

Field Trip Suggestions:

[Swalwell Park](#) in Lake Country – 9950 Bottom Wood Lake Rd.



The park is a great location for outdoor activities and is within walking distance of Peter Greer Elementary school. The historical significance is also relevant as it was named after Jane Swalwell in 1992 in honor of her memory and the role she played in the community. The house she had built once stood near the entrance of where the park is today. For further reading on Jane Swalwell, please visit the following link:

[The House that Jane Built](#)

[The Lake Country Museum and Archives](#)

The Museum has a wide range of exhibits and activities for your class to take advantage of. There is also a playground and field behind the building and the lake nearby that students can make use of for various activities.

There may be the opportunity for a guest lecturer to visit your classroom or be present at the museum with the knowledge of more local history stories. If interested, please contact the Museum ahead of time.