

# RANCHING IN THE OKANAGAN

## ELEMENTARY SOCIAL STUDIES



11255 Okanagan Centre Rd. W.  
Lake Country, BC V4V 2J7

### ACTIVITY OVERVIEW:

1. Students will learn about ranching in the Okanagan Valley, specifically Rainsforth Ranch
2. In groups, students will build a ranch with an imaginary budget
  - a. Great way to close a lesson on agriculture in the Okanagan or budgeting/economics



**BIG IDEA:** Natural resources continue to shape the economy & identity of different regions of Canada; The pursuit of valuable natural resources has played a key role in changing the land, people, & communities of Canada;

### COMPETENCY:

Inquiry, evidence, historical perspectives, continuity & change

### CONTENT:

Resources and economic development in different regions of Canada; the history of the local community

### WHAT WILL WE KNOW:

- History of ranching in the Okanagan
- Balancing a budget

### FURTHER INQUIRY:

*Field Trip Suggestions*

1. 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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## Ranching in the Okanagan Valley

<b>Learning Objective(s)</b>	After learning about Rainsford Ranch, students will engage in the designing and planning of a (fictional) ranch. They will learn about the financial and geographical requirements of building and maintaining a successful ranch. This can be used as a wrap-up activity when learning about farming and/or budgeting.
<b>Suggested Grades</b>	Elementary
<b>ACTIVITY</b>	
<b>Materials</b>	<p>Before you begin the activity, set up a ‘shop’ that the teacher will be in charge of. Here is where students will ‘buy’ their supplies to build their ranch. Here are some ideas for materials you can stock:</p> <ul style="list-style-type: none"> <li>• Lots and lots of cardboard! Students can use cardboard as their base (which will be sold to them per acre) as well as purchase more to build up their ranch.</li> <li>• Other supplies to decorate their ranches such as construction paper, animal figurines</li> </ul>
<b>Introduction</b>	<p>Students will create their own (fictional) ranch using historical details from the 1880s-early 1900s era in the Okanagan Valley. After going over the historical context with your class, it is a good idea to pull out the key features of a ranch so students know what to purchase and/or build. (Barns, farm animals, staff, house, etc.)</p> <p>We recommend students work in small groups. Make sure to allocate a budget for each group.</p>
<b>Building the ranch</b>	<p>To begin, groups will decide on a name for their ranch and purchase land. As class, you can decide how much land will cost per acre. You can decide if you want to raise the price per acre later if groups decide they would like to purchase more land.</p> <p>Students will then begin to purchase materials/cattle/plants for their ranch. The goal is for each group to build a functional (fictional) ranch and stay within budget.</p> <p>Want to take it farther? Give students the option to invest in irrigation so they can build an orchard. You can also implement a money making activity where they can sell goods they grow on their farm to make more money.</p>
<b>Historical Context</b>	Ranching was the major industry in the Okanagan before orchards were established with the implementation of irrigation. From the 1870s, when the first settlers began to arrive, through to 1910, cattle ranches and

	<p>rangeland for grazing took up most of the Lake Country area. Early ranchers were located on both sides of Wood Lake and the west side of Kalamalka Lake, as well as the Commonage.</p> <p>Most ranchers could not survive on raising and selling cattle alone. Many produced their own food and earned extra income in other ways. For example, some ranchers earned extra income by packing freight to the goldfields and other mining areas of the Kootenays and Northern B.C. Others grew cash crops, such as hay. If a ranch was located along the stagecoach road, they often opened stopping houses, such as the Halfway House at Milepost 11, or small stores to supplement income.</p> <p>George Goulding was the son of a wealthy Toronto family. Rather than going to work in his family’s millinery business, George moved west. In 1906, he arrived in the Lake Country area and the follow year purchased 377 acres at Long Lake Farm, located northwest of the Oyama isthmus, for \$20/acre. He later purchased even more land to accumulate a total of 2,060 acres. 60 acres were orchard, making it one of the largest orchards in the Oyama area, with the remaining was rangeland. He called his land Rainsford Ranch.</p> <p>Goulding established a large horse farm on his ranch where he bred and raised horses to be sold to other ranches and new settlers. In 1908, he hired John Sadler as a ranch foreman, who brought his wife and their five sons, to also work on the ranch.</p>
<p><b>Further Inquiry</b></p>	<p><u><i>Field Trip Suggestions:</i></u></p> <p><a href="#">The Lake Country Museum and Archives</a></p> <p>The Museum has a wide range of exhibits and activities for your class to explore. 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.</p>